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ABSTRACT

The objective of the second part of a larger research study (which was designed to study and assess the adult basic education (ABE) program in Nebraska at the local level from January 1, 1971 to December 31, 1974 and to assess the local community awareness of the ABE program) was to survey the present adult basic education teacher occupational attitudes, characteristics, and training experiences. Teachers of ABE were queried as to their (1) attitudes toward their jobs, (2) feelings about ABE teaching as a career, (3) perceived training needs, and (4) current teaching competencies. Data was gathered through a mailed survey in May of 1975. One hundred fifty-one teachers in local ABE programs responded to the survey representing 80% of the total population. A pilot test using the assessment instrument was made and a test-retest measure demonstrated 99.8 reliability. Personal observations and interviews as well as content analysis by experts were used to rate the validity of the instrument. The report contains six chapters: (1) an introduction; (2) an examination of the literature related to employee attitudes and job satisfaction; (3) a description of the design of the study, methodology, the pilot study, and procedures; (4) a report of the data and analysis of the data; (5) interpretation of the results of the data, with a summary of the results; and (6) a discussion of the implications and recommendations of the study. (WL)

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ED132257

ADULT BASIC EDUCATION

TEACHER SURVEY

1975

By: Department of Adult and Continuing Education
University of Nebraska

For: Nebraska Department of Education, Adult Basic Education
Section, Lincoln, Nebraska.

written by
Mary Jane Even, Ph.D.
May 1976

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PREFACE

On March 7, 1975, a research study was agreed upon between the Nebraska Department of Education, Adult and Community Education Section, Dr. Leonard Hill, Chief and the Department of Adult and Continuing Education, University of Nebraska, Dr. W. C. Meierhenry, Chairman. The research study was designed to:

1. Survey and assess the Adult Basic Education program at the local level from January 1, 1971 to December 31, 1974; and to assess the local community awareness of the Adult Basic Education Program.

2. Survey the present Adult Basic Education Teacher occupational attitudes, characteristics, and training experiences.

This report provides the methodology, data analysis, results, significance and implications of the second portion of the total project. Under the direction of Dr. Mary Jane Even, a member of the Adult and Continuing Education Department, teachers of Adult Basic Education were queried as to their (1) attitudes toward their jobs; (2) feelings about ABE teaching as a career; (3) perceived training needs; and (4) current teaching competencies.

Data was gathered via a mailed survey in May of 1975. One hundred fifty-one (151) teachers in local ABE programs responded to the survey representing 80 percent of the total population.

A pilot test using the assessment instrument was made and a test-retest measure demonstrated 99.8 reliability. Personal observations and interviews as well as content analysis by experts were used to rate the validity of the instrument.

A partial report of the findings of this study were provided to local supervisors of Adult Basic Education programs at a meeting on March 11, 1976,at the Cornhusker Hotel in Lincoln, Nebraska. This report is designed to be a complete analysis of the data gathered from the 65-question survey.

A summary of the results of the project appears in Chaper Five of this report.

The University of Nebraska and Department of Adult and Continuing Education and the Department of Education, Adult Basic Education Section have, over a number of years, jointly sponsored research studies. The Department of Adult and Continuing Education is pleased to cooperate in these efforts toward furthering the quality of adult education programs in the State of Nebraska.

The Department of Adult and Continuing Education is particularly grateful to Dr. Leonard Hill for his continuing support of research studies. It is a rare person who, though constantly faced with solutions to day-to-day problems, also exhibits the interest and support of research and the desire to find better answers to vexing problems as Dr. Hill has consistently done.

Appreciation is extended to the teachers and their supervisors for their splendid cooperation and sustained interest in the project.

Project consultants were Dr. W. C. Meierhenry, Dr. Roger Hiemstra, and Dr. Mary Jane Even of the Department of Adult and Continuing Education. The section Chief of Adult Basic Education is Dr. Leonard Hill.

Project assistants included: Ms. Marsha Fangmeier, Ms. Margret Hazen, and Ms. Judy Hackman.

Mary Jane Even
Assistant Professor and Project Director

W.C. Meierhenry
Professor and Chairman
Department of Adult & Continuing Education

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Chapter i

Introduction

The Adult Basic Education program was established to assist those adults with less than a 12th grade education, who lack basic skills in reading, writing and speaking. Its purpose was to help participants to be less dependent upon others, to obtain or retain more productive and profitable employment, and to better meet their adult reponsibilities within their communities. (1)

Within the State of Nebraska there are approximately 350,000 persons who are potential candidates for this program. Under the direction of Dr. Leonard Hill, Chief of the Adult Education Section of the Department of Education, the ABE program has steadily increased in number of classes, participants, and local programs to meet the vast and growing needs for this program in Nebraska.

As the statewide program of ABE increases in size, there is a continual need to seek and maintain high quality standards and performance. A vital part of the Adult Basic Education program must be a comprehensive examination and evaluation of its components. Evaluation data aids state and local Adult Basic Education program personnel to develop a strong and more comprehensive program.

Much of the strength of an effective ABE program lies in the quality and effectiveness of its teaching staff. A survey of the occupational attitudes, characteristics and training experiences of the present teaching staff would provide valid criteria for establishing a salary structure for teachers of ABE based upon competencies which are considered to be adequate minimum standards. A survey of the present teaching staff would also provide much needed information as a basis for establishing future ABE teacher training programs. (2)

The Adult Basic Education program was established in Nebraska in 1966. The last comprehensive evaluation of the program was conducted in 1971 in 17 local communities. During this period and since 1971, the program has expanded extremely rapidly with many local communities beginning and expanding programs. As each program begins or expands, the primary concern has been the recruitment, selection, and retention of teachers.

Purposes of the Study

Part II of this research study (as reported in this document) was designed "to survey the occupational attitudes, characteristics, and training experiences of the current teaching staff as a means of determing adequate teaching competencies and corresponding prescriptive training needs." (3)

Research objectives of this portion of the study were designed to assess current ABE teacher attitudes by:

a. measuring job satisfaction, attitudes and related characteristics
b. measuring feelings about ABE teaching as a career
c. recommend prescriptive training needs of future ABE teachers
d. recommend a practical structure which will induce quality teachers to remain in the field of Adult Basic Education

Objectives of the Study

The specific objectives of this study were to:

1. analyze the characteristics of current ABE teaching staff
2. analyze the attitudes of current ABE teaching staff toward their work in teaching in ABE as a career
3. analyze the attitude of the current ABE teaching staff toward training for an ABE teacher
4. analyze training needs of current ABE teaching staff
5. analyze the current teaching competencies of the current ABE teaching staff
6. recommend prescriptive training needs of future ABE teachers
7. recommend a structure for retention of ABE teachers

Hypotheses

Hypothesis One - There are no significantly associated variables related to employee attitude toward teaching and characteristics of teachers.

Hypothesis Two - There are no significantly associated variables related to employee attitude toward teaching and supervisor behavior.

Hypothesis Three - There are no significantly associated variables related to employee attitude toward teaching and pay,tenure, and promotion.

Hypothesis Four - There are no significantly associated variables related to employee attitude toward teaching and training received for work, training needs,and teaching responsibilities.

Hypothesis Five - There are no significant relationships among measures of attitudes related to role and function of teacher, training received for work, promotion, and tenure.

Population surveyed

"Current teaching staff" of Adult Basic Education programs are those persons who were reported by supervisors of local programs in the spring of 1975 as having been paid to teach in their programs that year. In total, one hundred and eighty eight (188), persons were reported to have taught by the local supervisors in 21 communities. Both full, part-time, and temporary teachers were used in this study. Teachers carrying supervisory responsibilities were not included. Teachers who indicated they no longer were teaching were not included. No distinction was made among subjects taught, size of class, or nature of the overall program, e.g., rural, urban, small,or large. No volunteer or para-professional was used in the study to our knowledge.

Limitations of the Study

It is recognized that there are limitations in a study of this nature. The more obvious limits center around the methodological reliance on perception of the teachers, the time of year which the study was made, and the size, location, and nature of local programs. However, these limitations are typical of many social science research studies. Efforts will be made to account for these limitations in the interpretation of results.

Implications

The ABE teachers have provided helpful information and suggestions to administrators and supervisors at the state and local level regarding their attitudes, interest, and impressions of the ABE programs in Nebraska. However, it is recognized that the teachers' perceptions are but one of the many sources of evaluation which might be considered before modifications are made in the program. Recommendations for modifications have been developed with this additional perspective in mind.

Research Report

Chapter two examines literature related to employee attitudes and job satisfaction.

Chapter three describes the design of the study, the methodology, the pilot study, and procedures.

Chapter Four reports the data and analysis of the data.

Chapter Five interprets the results of the data. Included in this Chapter is a summary of the results.

Chapter Six discusses the implications and recommendations of the study.

FOOTNOTES

[1] Adult Basic Education in Nebraska. A Research Proposal, 1974.

[2] Ibid.

[3] Ibid.

CHAPTER II

Review of Literature

The review of literature presented in this report is selective. It is intended to provide an overview of the findings which have resulted from related research. Consideration has been given to those findings specifically related to employee work/job satisfaction and attitudes.

The literature is primarily business and industry oriented due to the significant lack of literature on ABE teachers and teachers in general on this topic.

Background

Researchers in the area of employee relations have long sought clues to positive/favorable employee, longer tenure, satisfaction with the job, increased productivity, and similar employee concerns. Golden and Parker, in Causes of Industrial Peace, stated,

> an institution cannot have rewarding community relationships without healthy employee relations. Workers reflect community attitudes on the job, and reflect job attitudes in the community where they live, work, and play. . . . . (1)

Over the years, business and industry have increased emphasis on employee communication and knowledge regarding the institution in which the employee works. However, it has been found there is no significant relationship between employees' attitudes toward their institutions and their knowledge about the institutions. (2) Many significant variables have been sought toward improved employee relations and productivity.

Morse, in her book Satisfactions in the White-Collar Job (3) a study carried on at the Human Relations Program of the Survey Research Center in Ann Arbor, Michigan, explains the variables used to measure the relationships between supervisory practices and employee attitudes. She found a direct relationship between employee attitudes toward supervisors and their company attitudes. Findings suggested by the analysis dealing with supervision included the following:

1. Those (employees) who are better satisfied with various aspects of life in the company will be more favorable toward their supervisors.

2. The behavior and attitudes of the immediate supervisors may influence the satisfaction employees have with their jobs, their pay, and job status, and with the company. If so, it is not very likely that the same supervisory practices have similar effects for all types of employees in all types of situations.

3. Certain supervisory practices may have a similar effect on employees' satisfaction if they pervade in a consistent fashion through several layers of supervision. (4)

This study and others demonstrate that there is no single variable or element to bring about favorable employee attitudes.

An Illinois Bell Company study found that the key to effective employee relations was through active participation by employees in discussion of company problems, concerns and their questions about their company. (5) They learned that (a.) When people get a lot of satisfaction out of their work, they reflect their feelings to outsiders and they are more effective on the job. (b.) Often important information fails to reach employees because of employees' lack of interest and involvement. (c.) Employees want to have an opportunity to ask questions and express their ideas in small meetings.

Leonard Berkowitz found in research on small group behavior test that when employees are in the outer rim of a wheel of supervision and make no direct management decisions, their attitudes are likely to be less favorable than those in a line or center position on the wheel, where decision making and autonomy are part of their roles. (6) Knowledge of the perception of employees as to their involvement in decisions would help in analyzing employee attitudes.

"Employee opinion surveys are excellent tools for determining training needs . . . the results can clearly point out how good a supervisor is as a leader also." (7) This statement, by Guy B. Arthur, Jr., is the introduction to an article exploring the nature of employee surveys and their use. He contends that there is a direct relationship between supervisory practices and employee satisfaction. His support is derived from the work of Morse and others at the University of Michigan Institute for Social Research. (8)

The aim of employee surveys, he says, is to improve potential effectiveness of training. "If the aim of training is to improve performance, production, quality or effectiveness, we must try to fill that need," he says. Variables which are appropriate in determining evidence of training include tenure, attitude toward company, management's relationship to employee, information promptness, employee told of changes made in work, favoritism of employee, shared load, employer response to employee with questions, attitude of employee toward people with whom he or she works, clarity of assignments, receptivity of suggestions by supervisor, and training for job, among others.

Concern has been expressed by the authors of educational institutions that there is a direct relationship between attitudes of teachers and awareness of capabilities. There is a need to become aware of the self-perceived role and role strengths of employees; and if used, there is greater job satisfaction which will result.

Raymond A. Katzell of New York University, holds,

> that job satisfaction results from the interactions between job incumbents and their job environments; incumbents possess values or needs, and jobs are more or less instrumental in providing fulfillments or reinforcements. These interactions determine not only people's feelings about their jobs, but also their job behavior. There is reason to believe that job experiences induce changes in the values held by the incumbents (employees). (9)

His research has produced these conclusions:

1. Job satisfaction is positively associated with the degree of congruence between job conditions and personal values.
2. The more important or intense the values involved, the greater the effect on job satisfaction of their attainment or negation.
3. Satisfaction with a given job or occupation will vary with the values of the incumbents.
4. Differences in job satisfactions among people having similar values will be associated with differences in their jobs or occupations.
5. The presence of certain job characteristics serves usually to evoke satisfaction, whereas their absence results only in neutral feelings; other characteristics serve usually to evoke dissatisfaction, whereas their absence likewise results only in neutral feelings; still others tend to evoke satisfaction when present in moderate amounts, but dissatisfaction results when they exist in amounts that are either too large or too small.
6. The extent to which a person participated in a job organization varies directly with the amount of satisfaction evoked by such participation and inversely with the satisfaction evoked by alternative participation.
7. The amount of productivity on the job varies directly with the extent to which productive behavior is positively associated with satisfaction, and inversely with the extent to which non-productive behavior is this associated. (10)

Variables

Based on the findings of previous studies, an attempt to measure employee job satisfaction and attitudes toward career would include questions about specific associations. These associations have different levels of priority, but could be grouped around the association of employee to supervisor, performance and behavior, employee to work setting, employee to tenure, employee to attitudes toward work in which certain specific functions are carried out by a teacher, employee to training for work, and employee to training received. In addition, information about pay, family, children, and educational background would help to describe the nature of current ABE teaching staff and, when compared to the other variables, facilitate the development of a predictable formula toward longer tenure.

For the purposes of this study, variables suggested by previous studies, primarily in industry, were selected to study twelve characteristics of teachers; twenty-two variables were selected to determine attitudes toward training received and needs; five variables were selected to determine training needs and present competencies.

Further, since previous research suggests that certain forms of employee involvement increases positive employee attitudes, some measures were selected to seek information about the manner and amount of involvement of teachers in the decision making process of the local ABE program.

Previous studies of this nature, including the 1973 study of Nebraska teacher training needs, have used a mailed survey to obtain data. This method is viewed as one appropriate method of obtaining data of this nature.

FOOTNOTES

[1] Golden, Clinton A. and Virginia Parker (eds). Causes of Industrial Peace. (New York: Harper & Row, 1955) p. 190.

[2] Perry, Dallis and Thomas A. Mahoney. "In-Plant Communication and Employee Morale," Personnel Psychology, Vol. 8 (Autumn, 1955), pp. 339-346.

[3] Morse, Nancy C. Satisfactions in the White-Collar Job. (Ann Arbor, MI: University of Michigan, Institute for Social Research, 1953), pp. 46-47, 68-75.

[4] Ibid.

[5] Cogswell, John W. "Telephone Employees and Public Relations," Bell Telephone Magazine (Spring, 1955).

[6] Berkowitz, Leonard and D. Cottingham, "The Interest Value and Relevance of Fear-Raising Communication," Journal of Abnormal and Social Psychology, Vol. 60, 1960, pp. 25-35.

[7] Arthur, Guy B., Jr., "Employee Opinion Surveys: Making and Using Them," Personnel Journal No. 9, 1957, pp. 333-336.

[8] Morse, Ibid.; Perry and Mahoney, Ibid.

[9] Katzell, Raymond A., "Personal Values, Job Satisfaction, and Job Behavior," Man in a World at Work. Boston: Houghton Mifflin Co., 1964, pp. 341-363.

[10] Ibid., pp. 349-352, 355-356.

CHAPTER III

Design of the Study

Employees of many agencies, organizations and institutions have been subjects of numerous research studies. It is recognized that highly satisfied employees with positive attitudes, have received effective job training, have responsibility for particular areas of work, are involved in the decision-making process, and as a result, will continue in their positions longer than other employees.

This study examined the associations between those variables which have been suggested by the literature to be predictive of long term tenure and job satisfaction and the degree to which they are preceived as being achieved by ABE teachers. The purposes of the study were to measure job satisfaction attitudes and related characteristics to measure feelings about ABE teaching as a career and to recommend practical structure to induce quality teachers to remain in the ABE field. In addition, current competencies and training needs of the teachers were to be assessed.

Development of Instrument

In May, variables were selected based on proposed concerns. These were shared with Dr. Leonard Hill and other project consultants and approved with modifications. Variables selected were derived from literature where demonstrated associations were believed to exist. Questions were derived to obtain evidence on each variable.
These questions were checked and cross checked with Leonard Hill, other consultants, outside personnel and lay persons for viability and validity. The initial instrument was approved with modifications.

Pilot Testing of Instrument

The questions were organized in a survey for pilot testing. Ten persons were randomly selected from the list of current ABE teachers in the state of Nebraska. Three persons were randomly selected for in-person testing, and seven persons for mailed responses. One each from Omaha, Norfolk and Hebron were tested in person and the persons sent mailed responses were located in Sioux City, Shelton, Curtis, Imperial, Mitchell, Scottsbluff, and Omaha. Two did not reply. The results of the eight surveys were analyzed for validity, reliability, and internal consistency. A split-half test-retest via phone to these eight persons produced no significant difference in scores. In fact, only two answers were altered by two persons. Piloting did demonstrate the need to change some wording by adding the label "ABE" for clarification. One question was added and one question was modified to clarify its meaning.

Time needed to complete the survey was 30-50 minutes. Surveys were completed in class or at the home of the respondent.

Conducting Survey

With the assurance that the instrument was valid and reliable, having had appropriate content validity assured through judging by experts, and with modifications made in the survey based upon the evidences of the pilot test, the survey was distributed. A return envelope was provided. (A listing of the communities in which the teachers worked appears in Appendix A.)

The survey was distributed on May 5, 1975. On June 10, a follow-up reminder was sent to those who had not responded. After another week, an additional reminder was provided by memo and phone call to tardy respondents.

On June 15, 1975, it was determined that since one hundred and fifty one (151) surveys had been received and one month had passed since distribution, the data analysis would begin. Subsequently, five other surveys were received in July and August. These were not included in the data analysis.

Data Analyses

It was determined that since the primary objective was to determine if the variables selected were independent or associated, a statistical measure would be used in which nominal and ordinal data could be analyzed for their association. Assuming normality, the Chi-Square statistic was selected. The SPSS computer package was selected to produce marginal, e.g., raw score, percentages, standard deviation, as well as the Chi-Square statistic.

Selected items were compared using the t-Test of significance where interval scales were available.

The level of significance selected for interpretation of significance was set at .05.

Variables Selected for Study

In order to investigate the four stated concerns of the study, multiple variables have been selected. These variables, however, have been divided into four categories:

Characteristics (demographic data)

Attitudes toward work/teaching (job satisfaction)

Attitudes toward training (needs and abilities)

Training needs (toward retention of ABE teachers and relation to present management structure and state system of governance.) Current competencies of teachers and attitudes toward ABE program are included.

Specific variables within each category are list below. In addition, the question(s) which were used to obtain information on the variable are noted.

Figure 1

Variables Selected for Study of ABE Teachers by Category of Concern

---

Variables

A. Characteristics		Survey Questions
1.	Age	1
2.	Educational background	2
3.	Marital status	3
4.	Children and their educational level	4,5
5.	Home life re: Children	6,7
6.	Total paid work experience	8
7.	Present position experience	9
8.	Category of present work	11
9.	Duration at place of present work.	10
10.	Training for other occupation.	15
11.	Prior teaching	17
12.	Opinions of their's related to others.	19 a-h (8. items)

B. Attitudes Toward Work (Job Satisfaction)
Teaching as a Career

1.	Reasons for working in ABE	14, 44
2.	Program compared to others	20
3.	Decision--local.	21
4.	Decision--state.	22
5.	Often of Info.	24
6.	Helpfulness of Info.	23
7.	Changes in work.	25
8.	Supervisor--suggestions.	26, 38
9.	Supervisor--favoritism	27
10.	Supervisor--assistance	29, 33a, 33b, 37
11.	Shared work load	28
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	a. Pay ABE.	40b, 41, 42
17.	Role	43, 45, 49, 50, 56
18.	Interest in role	45, 46, 48, 53, 60
19.	Tenure	52, 59
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22,	Experience in working with adults.	18

Figure 1 (cont)

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Part IV 3 relating to variety and alternatives in teaching.	63
Overall opinions of ABE program	
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Respondents

A total of two hundred and four (204) persons appeared to be currently paid ABE teachers in 1975 as shown on a list obtained from the Department of Education, ABE section, and local ABE administrators via telephone check on teachers. Sixteen persons should not have been on the list for various reasons, such as death, no longer teaching, moved, never have taught, etc. This left a total of one hundred and eighty-eight (188) individuals to whom questionnaires were sent. One-hundred-fifty seven (157) persons returned surveys; one could not be used because the individual was a supervisor rather than a teacher. Five surveys were not used because they were returned too late (July and August) to be included in the statistical analysis. One-hundred-fifty-one (151) surveys were used or a return of 80 percent.

CHAPTER IV

Data Analysis

The data analysis, results, and summary are presented in two parts. The first part describes the findings related to the Objectives of the study. The second part describes the results of statistical analyses to the Hypotheses.

Part I

The Objectives of this study were to:

1. analyze the characteristics of the current ABE teaching staff
2. analyze the attitudes of the current teaching staff toward their work in teaching in ABE as a career
3. analyze the attitude of the current ABE teaching staff toward training for an ABE teacher
4. analyze training needs of current ABE teaching staff
5. analyze the teaching competencies of the current ABE teaching staff
6. recommend prescriptive training needs of future ABE teachers
7. recommend a structure for retention of future ABE teachers

The data related to Objectives One through Five will be reported in this Chapter. Recommendations related to Objectives Six and Seven will be reported in Chapter Six.

Objective One. Characteristics of Current ABE Teaching Staff

The characteristics of the ABE teacher in Nebraska may be summarized in this profile.

The average ABE teacher in Nebraska is female; 30 years of age; has a college/university degree with some work toward a Masters Degree; is married and has 1.5 children living at home who are most generally in grade school; has worked for pay on the average of 10.3 years full-time, and 4.8 years part-time; at this time, however, only 2.3 years and 2.7 months have been spent working as an ABE teacher at the same location; considers her work as an ABE teacher part-time employment; has received training in another occupation; has experience teaching most generally in an elementary school; and believes her opinions to be similar to other ABE teachers, local administrators, boss/supervisor, spouse or boyfriend, friends, citizens of her community, the students she teaches as well as the local newspaper personnel.

Age

The ABE teachers in Nebraska range in age from under 20 years to over 64 years with 40.6 percent ranging in age between 23-34 years. Fifty-two and seven-tenths percent range in age between thirty-five to over sixty-four years of age. Only 6.7 percent of the teachers are under 20-24 years of age. The mean age range is 35-39 years of age while the median age is 30-34 years of age. There are as many under 24 years of age as over 64 years of age. (See Figure 2.)

Educational Background

Of great interest, 101 or 66.9 percent of the 151 teachers had completed college/university. There are 34 teachers or 22.5 percent who have obtained their Masters degree. (See Figure 3.)

Marital Status

There are 120 or 79.5 percent of the 151 teachers who are married. The single, divorced, separated, and widowed teachers composed 20.5 percent or 31 teachers. (See Figure 4.)

Children, Their Educational Level, Place of Residence, Dependent Children And Adults

There were 111 teachers with children, while 38 indicated they have no children. There were two who did not respond. Therefore, 74 percent of the teachers have children.

The educational level and place of the children of the 111 teachers include preschool - 44; grade school - 52; high school - 28; vocational school - 3; college or university - 21; out of school - 19; armed forces - 3; married with own family - 31; other than in school - 5; others - 3.

In response to questions seeking number of children living at home and number of dependent children and adults, the teachers indicated there is an average of 1.5 number of children living at home.

There are three teachers with one or two dependent children other than their own and 11 teachers with one or two dependent adults in their home.

It is interesting to note that married children with families of their own account for 20 percent of the children reported; children out of school - 12 percent; children in college or university - 17 percent; and children in high school account for 20 percent.

Forty-four teachers indicated they have pre-school children. However, 28 teachers have only one pre-school child, 12 teachers have two, and four teachers have three pre-schoolers. Fifty-two teachers indicated they have grade school children. However, 32 teachers have one grade school child, ten have two children, nine have three, and one teacher has five grade school children. Twenty-eight teachers said they had children in high school. However, 20 teachers have only one in high school, seven teachers have two, and only one teacher has three in high school.

Total Paid Work Experience

The teachers were asked to report the total number of years they have had paid work experience (including teaching jobs for ABE and all other paid work.) The mean length of time of full-time work experience is 10.305 years and the mean of the part-time work experience is 4.821 years.

Figure 2

The Age Range of Nebraska ABE Teachers

Age	Number	Percentage
under 20 years	1	.7
20-24 years	9	6.0
25-29 years	29	19.3
30-34 years	32	21.3
35-39 years	14	9.3
40-44 years	15	10.0
45-49 years	12	8.0
50-54 years	10	6.7
55-59 years	13	8.7
60-64 years	5	3.3
over 64 years	10	6.7

Mean: 5.753 Median: 4.786 Variance: 8.778 No response: 1 (.7%)

Present Position Experience--Years and Months in Present Position and Location

The teachers indicated that they have worked on the average of 2.3 years and 2.8 months in the present ABE teacher position. However, the range in years for all teachers is from less than a year to 12 years. Eighty-four of the 151 teachers have worked from one to four years on the job. Twenty-four teachers have worked five to 12 years on the job while 40 teachers have worked less than a year.

Figure 3

Educational Background of ABE Teachers

Education	Number	Percent
Less than 8th grade	0	--
Completed 8th grade	1	.7
Some night school	0	--
Completed High School	3	2.0
Voc Tech. Comm. College 2 years	2	1.3
Voc. Tech. Community College--Some Course	0	--
College/University 1-2 Years	4	2.6
College/University 3-4 Years	101	66.9
Masters Degree	34	22.5
Other	6	4.0
Mean: 8.384 (college and university with many MA degrees)	Median: 8.473	Variance: 1.825

Figure 4

Marital Status of the ABE Teachers

Status	Number	Percent
Single	18	11.9
Married	120	79.5
Divorced	4	2.6
Separated	1	.7
Widowed	8	5.3
	151	
Mean: 2.079 (most married)	Median: 1.978	Variance: .647

Figure 5

Total Paid Work Experience

Part-time		Full-Time	
Years	Number	Years	Number
No part time	41	No full time	13
1 - 5	67	1 - 5	59
6 - 10	27	6 - 10	30
11 - 20	10	11 - 20	23
21 - 35	6	21 - 35	23
		38 - 50	3
	151		151
Mean: 4.821 Years Median: 3.531 Years SD: 6.209		Mean: 10.305 Years Median: 6.0 Years SD: 10.586	

Figure 6

Years and Months in Present Position

Years in Present Position

Years	Number
0	40
1	33
2	24
3	13
4	17
5	9
6	5
7	2
9	5
10	2
12	1

Mean: 2.344
Median: 1.604
SD: 2.503
Variance: 6.267

Months in Present Position

Years	Number
0	88
1	1
2	1
3	4
4	9
5	8
6	7
7	10
8	9
9	11
11	1
13	1
21	1
	151

Mean: 2.775
Median: 0
SD: 3.797
Variance: 14.416

The teachers indicated that most of them have been teaching as ABE teachers at the same location. One-hundred-thirty-seven (137) said they had been at the same location during their experience while 14 reported that they had not.

Category of Present Work

The teachers were asked to identify the category in which their present work assignment might fall. These categories were full-time; part-time; extra-time; temporary, and other. Full-time and part-time are commonly used terms; however, extra-time is used when teaching in ABE over and above a regular work day. Temporary teachers fill in for teachers who are not there due to illness, leave, vacation, etc., but on a regular basis.

Figure 7 shows that 101 teachers see themselves as part-time teachers, 19 teachers consider themselves as full-time teachers, 25 in the extra-time category, and three in the temporary category.

Figure 7

Category of Present Work

Category	Number
Full-time	19
Part-time	101
Extra-time	25
Temporary	3
Other	3
	151

Training for Other Occupations

The teachers were asked if they received training for any other occupation other than ABE teacher. The data show that 145 or 97.3 percent have received such training while four or 2.7 percent did not receive such training.

Two persons did not respond. Most teachers reported training to be a teacher in elementary and secondary education.

Prior Teaching Experience

There were 139 or 92.7 percent of the 151 teachers who indicated they had prior teaching experience. These experiences were in elementary schools for an average of 5.276 years; junior high school for an average of 2.209 years; senior high school for 2.182 years; and adult education and other for an average of 2.117 years. Eleven (11) teachers said they had not prior experience or 7.3 percent and one teacher did not respond.

Figure 8

Prior Teaching Experience

	Years					Mean Years
	0	1-4	5-10	11-20	21-50	
Elementary School	70	27	18	22	8	5.276
Junior High School	92	30	17	8	1	2.209
Senior High School	96	22	23	5	2	2.182
Adult Education	111	26	10	0	1	1.014
Other	121	15	6	2	2	1.103

Opinions of Teachers

The teachers were asked if they believed their opinions of ABE teaching are shared by other persons and groups. Their responses noted on the following page indicate that they believe their opinions of ABE programs to be representative of eight other groups. (See Figure 9.)

Figure 9

Opinions Shared by Other Groups

	Yes	Maybe	No	No Response
Other ABE Teachers	116	30	2	3
Local ABE Administrators	106	33	5	7
My Boss/Supervisor	116	24	1	10
My Spouse/Boy/Girl/Friend	90	34	6	21
My Friends	67	70	3	11
The Citizens of the Community Where I Teach	61	76	4	10
The Students I Teach	117	27	0	7
The Local Newspaper Personnel	41	86	10	14

Objective Two: Attitudes of Current ABE Teaching Staff Toward Their Work In Teaching in ABE as a Career

The attitude of current teaching staff toward their work in teaching in ABE as a career may be summarized in this profile:

> The ABE teachers in Nebraska have been recruited for teaching through personal contact most generally by the school supervisor or a friend and have identified very knowledgable, rewarding, and humanitarian reasons for teaching in the ABE program. They have a most positive attitude toward teaching specifically and ABE teaching generally. They believe the local supervisor and the State Director keep them in mind when making decisions which affect them. They indicated that they frequently receive information to do their job, and that the most helpful source of information is their supervisor. Indeed, they are very happy with the assistance given them by their supervisors and how it is given. The supervisors alert them to changes in the program, are willing to accept suggestions, and do not show favoritism. In general, the teachers believe all teachers carry their share of work. They believe their students appreciate efforts in their behalf.

The major source of information for their assignment is their supervisor. The supervisors answer questions promptly, see the teachers an average of 21.8 times a year in their classrooms, make clear what needs to be done and how, and the teachers are very happy with the assistance provided by the supervisors.

In general, the teachers do not believe there is an opportunity for promotion in the ABE program; the majority of teachers would not like a promotion; those that would like a promotion identified increased work load, salary, and recognition as priority concerns.

Generally, teachers believe their pay is fair compared to both other teaching jobs and other ABE jobs. The present pay averages $6.09. Teachers believe this salary fair but believe $6.171 on the average would be fairer pay. Most teachers, however, said $7.50 is the most fair pay. Recognition and advancement via salary increases are needed.

The teachers view themselves as "part-time" teachers whose primary concerns in teaching are their students, the content, and themselves. They have much enthusiasm for their work, have ideas about good teaching and have sustained their interest, enthusiasm and concern by maintaining good files of resources to help them in their work. One might say they have a part-time job but give it full-time attention.

The ABE teachers in Nebraska like teaching, do not wish to give up their jobs, are very positive about their ability to teach, consider their students before anything else and spend on the average of four hours outside class in preparation. The teachers have demonstrated a tremendous interest and enthusiasm for their roles in ABE.

Fifty-four and seven-tenths percent of the teachers believe they will continue to teach a "long time" and seventy-two and seven-tenths percent of the teachers believe their tenure will be at least three more years. Most teachers are willing to continue for extended periods of time since their interest is very high.

It was shown that 114 teachers or 78.6 percent of the teachers received strong support from their families for teaching.

The teachers' attitudes toward their teaching responsibilities demonstrate a consistent pattern of interest and effort. Students and content in time and effort are equally matched with the ranking of concerns in teaching noted earlier. Preparation time does not carry the load energy-wise noted earlier.

Reasons for Working in ABE

There were many reasons identified by the teachers for working as an ABE teacher including very knowledgable, insightful, and humanitarian reasons. Only ten teachers mentioned the money or salary as one of the reasons for teaching ABE. All indicated they liked working with adults, believe their work is of value, and find teaching adults to be a source of satisfaction and self-fulfillment. They believe teaching of adults to be a joyous and rewarding experience and believe their efforts are most appreciated.

A representative list of the comments appear in Appendix B of this report. There is a most positive attitude toward teaching portrayed in all the reasons.

In another part of the survey, the teachers were asked what brought them into the ABE program as a teacher. The question listed seven potential sources of recruitment which included: recruitment announcement, voluntary involvement, answered an ad, a friend, the school supervisor, the state director, and other persons or things.

Figure 10

Source of Recruitment for Employment

Source	Number	Percentage
Recruitment	36	24.0
Volunteer	23	15.3
Answered Ad	12	8.0
A Friend	46	30.7
School Supervisor	72	48.0
State Director	2	1.3
Other Persons or Things	26	17.3
	150	
No Response	1	.7

Undoubtedly, the school supervisor was the most influential in bringing them into the program with 48 percent of all employment attributed to such efforts. However, friends account for 30.7 percent and general recruitment accounts for 24 percent. It appears that personal contacts regarding work is the major reason for employment (supervisor, state director, and friends) or 80.0 percent. However, 20 percent of those employed obtained the position through volunteering, answering an ad, or through other persons.

Program Compared to Others

The ABE teachers were asked to compare the ABE program they are involved in as a place in which to work, with other local public school programs or community college programs.

Three levels of comparison were provided: better, about the same, or not as good.

Figure 11

Opinion of Program

Level of Comparison	Number	Percent
Better	76	52.4
About the Same	59	40.7
Not As Good	10	6.9
	145	
No Response	6	4.0

In general, the teachers believe the ABE program to be a "better" program in which to work as shown by a response of 52.4 percent. However, 40.7 percent of the teachers consider it about the same, as a place to work, as the local school or community college programs.

Decision Made by Local Supervisor

The teachers were asked if local administrators keep ABE teachers in mind when making decisions that will affect them. The majority, 136 or 93.8 percent, believe they do, while 9 or 6.2 percent do not believe they do. Six teachers did not respond.

Decisions Made by the State Director of ABE Programs

The teachers were asked if the State Director of ABE programs keeps ABE teachers in mind when making decisions that will affect them. The majority, 119 or 88.1 percent believe he does, while 16 or 11.9 percent do not believe he does.

How Often Information is Received

The teachers were asked how often they receive information which helps them do their ABE teaching job. Their responses, indicated below, denotes the information is received "frequently" and "not very often."

Figure 12

Information Received

Rate	Number	Percentage
Very often	24	16.1
Frequently.	67	45.0
Not very often	58	38.9
	149	
No response	2	1.3

Degree of Helpfulness of Information and From Whom

The teachers were asked from whom they received the most helpful information to do their ABE teaching job. Five possible sources were listed:

immediate supervisor, state office, both supervisor and state office, other teachers, and other. Listed below are the results, and it is clear that the major source is their immediate supervisor with other teachers also contributing much helpful information.

Figure 13

Degree of Helpfulness of Information

Source of Information	Number	Percentage
Immediate supervisor	81	54.0
State office	4	2.7
Both supervisor and state office	21	14.0
Other teachers	47	31.3
Other	20	13.3
	150	
No response	1	.7

Changes Made in Work

The teachers were asked whether or not when changes are made in their ABE teaching ways of work, they are told why. The majority, 115 teachers or 85.2 percent, said yes. However, 20 teachers or 14.8 percent, said no. Sixteen teachers did not respond.

Supervisors' Reactions to Suggestions

The teachers were asked if they proposed an improvement, would their supervisor give them credit for it. The majority of 133 teachers (95 percent) said yes, while seven teachers (5 percent) said no. Eleven teachers did not respond.

They were also asked if they believe their supervisor welcomes ideas and suggestions. The majority or 143 teachers (97.3 percent) said yes, while four teachers (2.7 percent) said no. Four teachers did not respond

Supervisors and Favoritism

The teachers were asked if their supervisor shows favoritism in dealing with teachers. The majority, 133 teachers (95 percent), do not believe he does, while seven teachers (5 percent) believe he does. Eleven teachers did not respond.

Supervisors and Assistance Offered

There were four questions asked of the teachers to ascertain the extent to which the supervisors assist the teachers to do their work. One question asked what their supervisor does when a teacher asks a question. The majority, or 131 teachers (93.6 percent), indicated that he "gives an answer promptly." Six teachers (4.3 percent) indicated their supervisor "passes the buck." Three teachers (2.1 percent) indicated their supervisor "forgot it." Eleven teachers did not respond.

Another question asked teachers if they are happy with the way their ABE supervisor works with them. The majority, or 128 teachers (90.1 percent), indicated they were happy with the way the supervisor works with them, while 14 teachers (9.9 percent) indicated they were not happy with their supervisor. Nine teachers did not respond.

Teachers were asked how often the supervisor sees them on the job in the classroom during the year. They were asked to estimate the separate number of times during the year. The mean number of times identified by all teachers was 21.808 times. There were 31 teachers who did not respond.

Teachers were asked if their supervisor makes clear what needs to be done and how to do it. The majority believe they do as 113 teachers (78.5 percent) responded positively. However, 31 teachers (21.5 percent) responded negatively to this question. Seven teachers did not respond or 4.6 percent.

Figure 14

Number of Times Supervisor Sees Them on Job

Number of Times	Number
0	14
1-5	51
6-10	20
11-25	13
36-72	13
108-365	9
	120
No response	31

Mean Number of Contacts = 21.808

SD= 49.472

In conclusion, the teachers felt that supervisors answer questions promptly, see them on an average of 21.8 times a year in their classrooms, make clear what needs to be done and how, and that the teachers are very happy with the assistance provided by the supervisors.

Shared Work Load

The teachers were asked if all teachers in their ABE program carry their share of work. One-hundred-twenty-three or 89.8 percent of the teachers believe they do, while 14 or 10.2 percent believe they do not. Fourteen teachers (9.3 percent) did not respond.

Opinion of Other Teachers

Attitudes toward work relates to attitudes toward other teachers. The teachers were asked if they liked to work with the other teachers in the ABE program. Eighty-six teachers indicated that they liked to work with all of their colleagues; 47 teachers indicated -- most of the other teachers; five teachers indicated -- some; while no teacher indicated she did not like the other teachers she worked with. There were, however, 13 teachers who did not respond.

Opinions of Students

Two questions dealt with opinions of students. Asked whether they liked to work with the students in the ABE program, 93 teachers indicated they liked all of them; 55 teachers indicated they liked most of them; one teacher indicated she liked some of them. No teacher said she did not like any student. However, two teachers did not respond.

A question seeking the strength of feelings, and written in a negative way, was asked the teachers. The question was "I don't believe all students appreciate my work." Eighty teachers showed weak feelings about this statement; 59 teachers had neutral feelings; while nine teachers had strong feelings or believed this statement to be true.

In conclusion, most teachers like their students and believe the students appreciate the efforts in their behalf.

Information Source for Work

The teachers were asked how they obtain most of their information about what is going on in their local ABE program. They were asked to check sources of information that apply and rank those checked.

The results of this ranking indicate that the supervisor is the primary source and that other teachers are ranked number two. The results are listed on the next page.

Figure 15

Information Source for Work

Source	Frequency of First and Second Ranking
School supervisor	117
Other teachers	56
Publications	42
In meetings	40
By the grapevine	10
Other	9

The results of this question are consistent with previous answers.

Promotion

The teachers were asked if they believe there is an opportunity for advancement and promotion in their ABE jobs. Ninety-four or 67.6 percent said "no," they did not believe there was this opportunity while 45 or 32.4 percent of the teachers said "yes," they believe there is an opportunity for advancement. Twelve teachers or 7.9 percent did not respond.

In addition, the teachers were asked if they would like to be promoted in their position as an ABE teacher. Forty-one teachers or 30.4 percent said "yes," while 94 teachers of 69.6 percent said "no." Sixteen teachers or 10.6 percent did not respond.

The teachers were asked the type of promotion they believe they should have. (A list of the comments made in response to this question is in Appendix B.) Forty-three teachers identified specific types of promotion. Those comments identifying specific actions are given here.

There is an overriding theme which emerges from these comments. That is, that the teachers generally would like to carry a larger teaching load; increase the number of hours teaching; work full-time; have salary increases on a regular basis as a teacher; be able to carry other kinds of responsibilities in the office and school program; have a plan for recognizing improvement in teaching among teachers; have a plan for a reward for quality and effectiveness in teaching; and if jobs would be available, the teachers believe they would like to "move up" to head teacher role, coordinator of adult programs, area curriculum coordinator, regional or district supervisor, supervisor, director of learning center, counselor-recruiter, or into community college programs. There were only two persons who said they do not wish a form of promotion and recognition.

In conclusion, a majority of the teachers believe there is no opportunity for advancement and a majority of the teachers indicated they would not like to be promoted. However, when asked what type of promotion they should have, the teachers who indicate they would like a promotion identified "increased work load," "salary increases," and "recognition" as priority concerns.

Pay for Work as Teacher in General

Asked if they felt the pay for their job, compared with other teaching jobs was fair, 96 teachers or 68.6 percent said "Yes," while 44 teachers or 31.4 percent said "no." Eleven teachers did not respond or 7.3 percent.

Pay for Work as Teacher in ABE Program

Asked if they felt the pay for their job, compared with other jobs in the ABE program, was fair, 96 teachers or 77.9 percent said "yes," while 27 teachers or 22.1 percent said "no." Twenty-nine teachers did not respond or 19.2 percent.

The average current pay (1975) by the hour in the ABE program is $6.090 as reported by 146 teachers. Five teachers did not respond. Salaries range from $2.00 per hour to $8.50 per hour. Forty-four (44) teachers reported earning between $2.00 and $5.80 an hour. One-hundred-two (102) teachers reported earning between $6.00 and $8.50 an hour. (See Figure 16.)

The teachers were asked what they thought to be "fair pay for your total job as an ABE teacher." One-hundred-forty-six teachers responded to this question. The results appear in Figure 17. The mean fair pay was $6.171. However, the 20 teachers who checked "other" have noted these comments: "There should be more benefits even though part-time; college credit teachers get $14.00 per contact hour and ABE teachers are just as valuable; more pay due to transporting of students on field trips; working year 'round has greater responsibility; pay per hour would be quite high to average $2.50 an hour for all the exact hours put into work; must consider time paid for preparation for job; more pay needs to be allowed for preparation; hourly wage has not changed for ten years; there should be a pay scale but not merit pay; professional time is worth as much as the people in services; advancement for experience and education; hourly rate is OK if received for all hours spent working; teachers should be paid for planning, preparation and reports; teachers should not be "docked" if students do not come to class; if work in more than one area, should get more pay; increases with cost of living; average in U.S. and other states; different rates day and night classes; payment for supplies given students."

In conclusion, ABE teachers believe their salary is generally fair. Their average salary is $6.09 presently. Asked what a fair salary would

Figure 16

Present Pay of ABE Teachers

Hourly Wage	Number	Percentage
$2.00	1	.7
2.50	3	2.1
2.58	1	.7
3.00	3	2.1
4.00	1	.7
4.85	2	1.4
5.00	29	19.9
5.08	1	.7
5.50	2	1.4
5.80	1	.7
6.00	27	18.5
6.25	16	11.0
7.00	37	25.3
7.50	20	13.7
8.00	1	.7
8.50	1	.7

MV = 5 or 3.3%   Mean = 6.090   Median = 6.188

Variance = 1.521   SD = 1.233   Min = $2.00   Max = $8.50

be, the average salary identified was $6.171. Most teachers, however, would like to receive $7.50 an hour. Comments provided indicate not enough recognition has been given to the amount of actual time spent on the job doing preparation, planning and reports, and no visible form of recognition or advancement has been given for many years.

Figure 17

Teachers' Estimates of "Fair Pay"

Amount	Number
$2.50	1
3.50	4
4.50	4
5.50	14
6.50	22
7.50	48
8.50	18
9.50	15
other	20
	146

Mean = $6.171 Median = $6.083 S.D. = $1.775 Variance = $3.15

No response -- 5 or 3.3%

Role of ABE Teachers

The teachers were asked how they view themselves presently in the ABE teaching profession. They view themselves as "part-time teachers" generally with a majority, or 84 teachers, checking this category. However, 22 teachers view themselves as "career teachers," 15 teachers view themselves as "full-time" teachers, and 15 teachers view themselves as "extra-time" teachers. Seven teachers view themselves as "temporary teachers" while two report they were only occasionally a teacher. Five teachers called themselves "aides;" however, they were reported as a teacher by administrators. One teacher did not respond.

In addition, nine items were listed which relate to the role of teaching; and the teachers were asked to rank them for importance. The ranking reported below shows students are given first priority, the content has second priority, and the teachers themselves are thought of as third priority. Last in terms of concern were their own children.

Figure 18

Ranking of Concerns Related to Teaching in ABE Programs

	Mean of Ranking	Frequency of 1st Ranking
The students	1.333	- 125
The content	2.925	- 6
Yourself	4.082	- 15
Room	5.611	- 2
Your pay for your work	5.753	- 6
Your boss	5.853	- 1
Your spouse	5.872	- 6
Administrative details	6.232	- 0
Your children	6.254	- 6

Another question asked the teachers to describe the enthusiasm ABE teachers have --"I believe ABE teachers have much enthusiasm for their work" -- and whether they had strong, neutral, or weak feelings toward this statement. One-hundred-fifteen (115) teachers had strong feelings about that statement; 29 teachers had neutral feelings while four teachers had weak feelings about the statement. Three teachers did not respond.

A similar question asked feelings about the value of their ideas in teaching. Asked to identify their feelings about this statement -- "I have many ideas about good teaching" -- 127 teachers had strong feelings, 22 had neutral feelings, and one had weak feelings. One teacher did not respond.

The teachers were asked to respond in a similar way to a statement in which a form of continuing behavior would denote a continuing view of their perceived role. The statement was "I try to build up a good file of resources to help me in my job." One-hundred-seven teachers responded with strong feelings, 35 with neutral feelings, and nine teachers had weak feelings about this statement.

In conclusion, based on the five questions asked to identify the way ABE teachers perceive their role, the following profile emerges:

> The teachers perceive themselves as part-time teachers whose primary concerns in teaching are the students, the content, and themselves. They have much enthusiasm for their work, have ideas about good teaching, and have sustained their interest, enthusiasm, and concern by maintaining good files of resources to help them in their work. One might say they have a part-time job but give it full-time attention.

The Interest of Teachers in Role

In order to understand the scope of the interest teachers have in their role, five questions were selected for this inquiry. Consideration is given to those answers given by the teachers in ranking their concerns about teaching. In addition, inquiries were made about whether they like teaching, whether they would take another job teaching, whether they are afraid to teach, and the amount of time in preparation each week.

As reported previously in Figure 18, teachers consider the students, the content, themselves, the room, the pay, their boss, their spouse, administrative detail, and their own children, in this order, when they consider teaching. Their interest is concentrated on the students and the content.

The teachers were asked if they enjoyed teaching. One-hundred-forty-six teachers had positive "strong feelings" about the question, four teachers had neutral feelings. One teacher did not respond.

The teachers were asked, "If there was another job open would (you) take it instead of teaching?" Eleven teachers reported strong feelings, 33 teachers reported neutral feelings, and 102 reported "weak feelings." Five teachers did not respond. The majority of the teachers enjoy teaching and would not take another job other than teaching if one was open.

In an attempt to uncover the emotions of teaching experienced by the teachers, they were asked to respond to this question -- "I really am afraid to teach." Two teachers had strong feelings, eight teachers had neutral feelings and 138 teachers had weak feelings toward the statement. Three teachers did not respond. The results show that the majority are not afraid or uncomfortably emotional with teaching.

Finally, the teachers were asked to estimate the time during each week spent outside class in preparation for ABE teaching. On the average, the teachers reported spending 4.029 hours out of class ranging from no time to 36 hours per week. Thirteen teachers did not respond.

A summary of the interests of teachers in their role can be presented in this profile:

> ABE teachers in Nebraska like teaching, do not wish to give up their jobs, are very positive about their ability to teach, consider their students before anything else and spend on the average of four hours outside class in preparation. The teachers have demonstrated a tremendous interest and enthusiasm for their roles in ABE.

Anticipated Tenure on Job

The teachers were asked the length of their tenure as ABE teachers. One question asked them to respond to this statement: "I believe I'll continue to teach in ABE programs for a long time." Eighty-one teachers or 54.7 percent had strong positive feelings about the statement, 48 teachers or 32.4 percent had neutral feelings, and 19 or 12.8 percent had weak feelings.

In addition, they were asked, "Do you anticipate being an ABE teacher in three years?" One-hundred- one or 72.7 percent said yes, while 38 or 27.3 percent said no. Twelve teachers did not respond (7.9 percent).

These two questions reveal that 81 teachers or 54.7 percent believe they will continue to teach a long time and 101 or 72.7 percent of the teachers believe their tenure will be at least three more years. Comments which follow reveal another dimension of the teachers' plans. (A representative list of comments are found in Appendix B.)

Many of the teachers confide that the work is so rewarding and stimulating that they believe they will continue to work as long as they "are needed," "position is available," "funds are available," "employer finds work satisfactory." Other similar interests in staying in this work are supported by statements which indicate they believe teaching in ABE to be a career choice. All comments are positive. As one might expect, a few report that teachers are leaving the area with their families so have to terminate employment, or plan to leave due to lack of students. A real interest has been demonstrated in increasing students' participation and classes.

The conclusion pictured here is supported in previously reported portions of this data. Indeed, interest in teaching and tenure of at least four years and perhaps many more years could be anticipated based on the teacher responses.

Family Approval of Role

One question asked the teachers the degree of support offered by family for their work. Asked to respond with strong, neutral or weak feelings to the statement -- "My family supports the fact I am teaching" -- 114 teachers or 78.6 percent had strong feelings, 24 teachers or 16.6 percent had neutral feelings while seven teachers or 4.8 percent had weak feelings. Six teachers or 4 percent did not respond.

Attitudes Toward Teaching Responsibilities

In order to obtain yet another view of how the teachers perceived their role and the attitudes they have toward it, a question was asked regarding teaching responsibilities. The teachers were asked to rank the major responsibilities. The teachers were asked to rank the major responsibilities of an ABE teacher according to how much work effort they believe they put into doing the various tasks. The results of this ranking are as follows:

1st - teaching one student at a time
2nd - organizing the content for a course
3rd - teaching small classes
4th - preparing for teaching each day
5th - evaluating students' work
6th - teaching large classes
7th - administrative details
8th - others

Figure 19

Major Responsibilities of ABE Teacher Work Effort Ranked
From Most Work to Least Work as Perceived by Teachers
According to Individual Effort (Most = 1, Least = 8)

Responsibilities	Rank Given Each Responsibility								MV	Mean	SD
	1	2	3	4	5	6	7	8			
Teaching one student at a time	51	30	17	15	18	7	3	1	9	2.69	1.774
Organizing the content for class	30	26	24	20	23	10	4	1	13	3.22	1.772
Teaching small classes	35	23	12	19	21	14	9	1	17	3.38	2.018
Preparing for teaching	22	22	31	24	18	11	4	2	17	3.39	1.730
Evaluating students	10	31	32	30	19	17	3	0	9	3.56	1.537
Teaching large classes	9	7	11	9	10	32	27	13	33	5.31	2.078
Administrative details	4	4	13	13	18	27	48	5	19	5.53	1.727
Others	4	2	1	4	1	2	7	29	100	6.37	2.490

The amount of work and the effort put into their teaching (reported previously) is consistent with these data. However, preparation time does not carry the load energy-wise that one might have suspected earlier. Students and content are equally matched in time and effort, however, with the ranking of concerns in teaching noted earlier in the report.

Experience in Working with Adults

The degree of satisfaction in working at teaching as exemplified by these teachers could relate to the amount of experience they have had in working with adults as students. One question asked them the type, place, and nature of responsibilities of these experiences. (A representative listing is in Appendix B.)

The results demonstrate the teachers have had somewhat narrow experiences individually but broad and multi-varied experiences collectively. Many of the types of experiences are in teaching, but others include bookkeeping, librarian, professional organizations, church groups, volunteer groups, tutoring, army, counselor, choir director, and administration. These experiences were gained in about twenty states. The nature of responsibilities include classroom teaching, administrative duties, public relations, services, recreational aide, supervisor, directing, programming, supervision, student, office duties, secretary, and many more.

Objectives 3. Attitudes Toward Training for an ABE Teacher

An analysis of the attitudes toward training received and perceived training needs are reviewed in this portion of the report.

A summary of the responses dealing with this objective is provided here.

> The teachers do not have strong positive feelings about the Department of Education training for new employees nor do they believe new employees receive proper training. Even though each question has a majority on the positive side, great diversity exists in the answers which has not shown up previously in the report.
>
> There seems to be a positive but cautious regard for training. The teachers know the specific types of training they wish to have but are hesitant to say that this can be provided by a training meeting. The teachers desire an individualized approach to training needs at the local level.

Attitude Toward Training Received

The teachers were asked if they "like the training received to do (their) job from the Department of Education." There were 29 teachers or 20.3 percent who expressed strong positive feelings, 57 teachers or 39.9 percent with neutral feelings, and 57 teachers or 39.9 percent with weak feelings. Eight teachers or 5.3 percent did not respond.

In general, there are diverse views over the training offered by the Department of Education for ABE teachers. Rather, as reported earlier, supervisors are the main source of helpful information.

In another question, the teachers were asked if "new employees are properly trained for their jobs in your view?" Seventy-five teachers or 59.5 percent said , "Yes," and 51 teachers or 40.5 percent said "no." Twenty-five teachers did not respond or 16.6 percent.

In general, then, the teachers do not have strong positive feelings about the Department of Education training for new employees nor do they believe new employees receive proper training. Even though each question received many positive answers, great diversity exists on the types of answers given.

Attitudes Toward Training Needs

To ascertain additional attitudes concerning training needs, three questions were asked dealing with need for ideas, needed training and type of training.

The teachers were asked to appraise this statement as to strong, neutral or weak feelings -- "I need some new ideas about how to do a better job." Eighty-six teachers or 57.7 percent expressed strong positive feelings, 52 teachers or 34.9 percent expressed neutral feelings, while 11 teachers or 7.4 percent expressed weak feelings. Two teachers did not respond or 13 percent.

A majority of the teachers appear to feel that they could use new ideas about how to do a better job. However, 52 teachers were neutral and 11 checked weak. That is, 62 of the 151 teachers were not sure of this need.

The teachers were then asked to respond in a similar manner to this statement: "I believe I need more in-depth training to do my job better." The response is consistent with the response above. Only 49 teachers or 33.6 percent have strong positive feelings, while 68 teachers or 46.6 percent have neutral feelings, and 29 teachers or 19.9 percent have weak feelings. Five teachers or 3.3 percent did not respond.

A greater number of teachers do not see a need for in-depth training to do their job better. These results are consistent with the attitudes expressed earlier.

The teachers were then asked to comment upon the kinds of training needs they have as an ABE instructor. (A representative list appears in Appendix B.) Generally, the concerns identified are quite personalized and include "testing and diagnosis of learning needs," "planning units of study," "evaluation," "methods for math," "inspirational meetings for instructors," "ways to integrate social, consumer, and academic concepts," "workshops on philosophy," "communication theory," "available resources," "recruitment," and others.

In sum, the attitudes toward training needs seem to be positive but cautious. The teachers certainly have a knowledge of specific types of training needed but are hesitant to say this can be done by more in-depth training to do their job. Hints on how to carry out the training are provided by the teachers. Generally, their specific concerns can be dealt with better locally and not in large state meetings. State meetings, they believe, should be inspirational but only occasional. An individualized approach to training has been requested by the teachers. Local in-service training could achieve their needs.

Objective 4. Training Needs of Current ABE Teaching Staff

In an attempt to ascertain training needs of the teachers toward retention and toward training's relationship to structure and the system in the state, questions were asked regarding the training received for this present job and where the training was received. In addition, teachers' perceptions of the state ABE program, in general, were sought.

> The teachers reported that 116 of 151 teachers received training to do their present ABE teaching job. The training was received mainly in a workshop, "on the job," and by their supervisors.
>
> The teachers also reported that in general, training they received for work in ABE as a teacher was mainly "self taught" and "on the job."
>
> It could be concluded that the teachers believe that since their major training was "on the job" and self taught," little other effort was provided to train them generally or on their present job. This is consistent with their cautious appraisal of training in the previous section.

The strongest points of the ABE program as viewed by the teachers are the enthusiasm, concern and helpfulness of the supervisor, the abundance of resources and class materials, the flexibility of the class programs, the cooperation of the teachers and the general acceptance of students in an open climate.

What are to some persons strengths are to others weaknesses. The weak points of the ABE program listed were red tape, coordination of learning centers, size of classes, length of classes, time and attendance at classes, record keeping, too much testing, counseling and recruitment, to name a few.

The improvements noted show perception and concern related to current issues in ABE. These included recruitment, communication, need for resources, more training, offering classes at different hours, publicity, more enthusiasm.

A representative list of comments appears in Appendix B.

Training for Present Job

The teachers were asked if they have received specific training for their present ABE teacher position, and if so, what kind of training was provided. The teachers reported that 116 of them or 77.9 percent had received training and 33 of them or 22.1 percent had not received training. Two teachers did not respond.

The training received by the 116 teachers indicates that 93 teachers received training in a workshop; 72 teachers received training "on the job;" 46 teachers received training by the supervisors; 32 teachers reported receiving training through courses; 18 teachers mentioned "other ways," while 17 teachers reported "other institutions." Two teachers did not respond.

Location of Training Received for Present Job

The teachers were asked, "where did you receive training for your work as an ABE teacher?" This question contrasts with the former question as this one sought general information about ABE teaching and location.

Ninety teachers or 60 percent said they received training "on the job." Eighty-six or 57.3 percent of the teachers said they were "self taught." Sixty teachers or 40 percent siad college or university, while 45 teachers or 30 percent said State Department of Education workshops. Twenty-five or 16.7 percent of these teachers noted other means while 12 teachers specified community college training or 8 percent.

The majority of the teachers felt they received their training "on the job" and through "self teaching."

ABE Programs in State

The teachers were asked to respond to three questions regarding the overall state programs; the positive and negative sides and ideas for improvement were sought. A representative list of these statements appears in Appendix B. A global overview of these responses is reported here.

In answer to a request to list the strongest points of their ABE program, the teachers reported from their view:

> The enthusiasm, concern and helpfulness of the supervisors was most satisfactory. The materials, resources, media and location for classes were available, very good and effective. There is a recognition and acceptance of individuals both of teachers and students. There is great flexibility for individualized programming for students. The ABE students are very satisfied and know they have achieved what they set out to do. There is a fine cooperation among the teachers who are creative, gregarious, flexible and extremely interested in the students. The program is free to the students. There is a relaxed atmosphere in the school. The excellent quality of the teachers who are so well trained.

In answer to a request to list the weak points of their ABE program, the teachers responded by identifying larger governance concerns and very specific student concerns. For example, "governance concerns include coordination of learning centers; red tape of forms; size of classes; length of classes; time of classes; attendance in classes; organization of programs; record keeping; need for recruiters; guidance personnel, specific supervisors for each teacher; and other very helpful points."

The student concerns deal with: "'rehab' student who needs daily class; too much testing; need for class discussion; lack of transportation; student teacher ratio; finances; irregular attendance; mixing ABE and GED students; material for retarded persons; lack of instructional materials; need for better organization; not enough classes; more time; more students; counseling; teaching materials at different levels," and many other concerns. (See Appendix B for a representative list of these concerns.)

In answer to a request for their suggestions for improving the program, the teachers stated some specific ways in which local programs might increase their participants, build better relationships with the community and make classroom teaching more effective. They also suggested ways for the state program administration to improve.

Specifically, the improvements desired are many of the same concerns expressed by persons in all of education. These include: more training for teachers; more recruitment assistance; getting students to attend; in-service training; enthusiasm, publicity; long range planning; offering classes daytime and different hours, also summer; getting more people involved; better books for adult readers; less pupils per teacher; less paper work for advisors; more communication; and many other helpful ideas.

Objective 5. Current Teaching Competencies of the ABE Teaching Staff

In an attempt to ascertain the current teaching competencies of the teaching staff, three narrative questions were posed to the teachers. The first question was designed to see how the teachers perceived their relationship to students. The second question was designed to see how the teachers perceived their relationship related to devices, and the third question was designed to see how the teachers related to variety and alternatives in teaching. Representative answers for each question appear in Appendix B.

Question one sought the teachers' reaction to new students entering in the fifth week in the middle of a lengthy explanation. The teachers were asked to report how they would act, what they would say and do, and why.

It was found that each teacher would handle this case in about the same manner. That is, each recognized the newcomer as an individual whose needs had to be met. Some teachers thought they would handle it promptly, some in a short while. All would attempt to make the newcomer welcome.

There is quite obviously a strong sense of graciousness and effective human relations among all the teachers. There is a general sense of assurance and positiveness. They have an ability to work with individuals and groups in an assured way.

These findings are consistent with the rather cautious stance explored earlier about what kind of training the teachers need. It appears that they have good personal skills in working with the adult students. Training to further sensitize them (except on an individual basis) to working with adults seems inappropriate.

Question two sought the teachers' reactions to details in connection with the arrival of testing materials. "The tests didn't arrive. How would you handle this? Describe what you would do and why." It is an attempt to ascertain knowledge of alternatives in crisis situations.

It becomes quite obvious upon reading the statements that not only are the teachers not upset with crises but they have knowledge of multiple alternative solutions to the problems. There is a tendency for teachers to use tests as only a small part of the instructional program concerns. The students' personal needs are met first.

Most of the teachers quickly reported they do not do group testing but handle all tests as a part of programming on an individual basis. The alternative means taken toward testing showed for some teachers, however, the flexibility of their approach and the creative style of handling situations of this sort. Each teacher's style is different but all have shared their humanness and honesty, willing to take the blame for details and interruptions. As one person put it, "flexibility in the ABE program is a definite must." All the teachers demonstrated this flexibility in response to the hypothetical situation.

The findings to this question show the teachers are not upset by crises, able to handle solutions with many alternate plans in a creative, humorous, humane, and honest manner. They appear flexible and have experience and knowledge to use. It would appear that a workshop to help them assess their own resources, share each other's experiences would assist them in this effort. The findings are consistent with the earlier report of personal resources.

Question three sought the ways in which the teachers would handle a problem of boredom toward methodology. They were asked to describe different approaches or alternatives in a teaching style they would use.

Throughout these responses, there is a concern expressed by the teachers that they want to alter their approach and that there are multiple ways of doing so. Each teacher is convinced that she would change and set out earnestly to change. Several stated they would ask the students what the problem seemed to be and try to agree on a method. In fact, one teacher said she'd even change her smile until everything was back on target again.

The total willingness to exert every effort in behalf of the student is impressive. The reading of the answers makes one conscious of the teachers' astuteness at helping adults to learn.

An ancillary concern of this question was to test the consistency of the methodological approach and the apparent philosophy exhibited by the teachers. The fact that students are rated higher than content and the fact that the teachers believe in the students is consistent with the open and flexible approach to methodology exhibited by these ABE teachers. Indeed, most teachers said they would ask the students what method they thought interesting rather than just changing methods.

Part II

The Hypotheses examined in this study were designed to ascertain whether selected variables were independent or associated with other selected variables. Are the variables independent or are the variabes significantly related or associated with other variables? If one could determine that an association exists, one could through further analysis investigate the direction of the association

> Since the expected frequencies are what we would expect in the case of independence (using Chi-Square statistic), a non-significant X^2 value indicates that there is no basis to reject the hypothesis of independence of the two variables. If the Chi-Square test is significant, we conclude that the variables are associated. However, the Chi-Square test does not indicate the direction of the association.[1]

Careful consideration was given to the level of significance which would be most relevant to the study. Two concerns were paramount in the decision. These were the need to provide as much helpful data to the sponsoring agency as possible and the need to recommend to the sponsoring agency some means of training, recruiting, and retaining teachers. These concerns led the researcher to a more conservative view of the significance while maintaining a statistically appropriate level of significance. It was determined that a one-tail test of significance at the .05 of significance would be used. This was done in the interest of seeking associated variables toward recommending employment practices with teachers.

Hypothesis One - There are no significantly associated variables related to employee attitudes toward teaching and characteristics of teachers.

Hypothesis Two - There are no significantly associated variables related to employee attitudes toward teaching and supervisor behavior.

Hypothesis Three - There are no significantly associated variables related to employee attitudes toward teaching and pay, tenure, and promotion.

Hypothesis Four - There are not significantly associated variables related to employee attitudes toward teaching and training received for work, training needs, and teaching responsibilities.

Hypothesis Five - There are no significant relationships among measures of attitudes related to role and function of teacher, training received for work, promotion, and tenure.

The Hypotheses were designed to enable an analysis of potential associations between and among variables selected for study. These variables flow from the findings of previous research. They have been grouped into five areas. These are: 1) characteristics, 2) supervisor behavior, 3) pay, promotion, and tenure, 4) training received, training needs, and teacher responsibilities, and 5) general attitudes toward teaching. These groupings were selected because of the potential for suggestions for practices and procedures in ABE programs in Nebraska.

The Hypotheses are not predictive in nature but seek associations toward developing further hypotheses which may seek specific cause/effect outcomes. If assocations are found to exist, then specific predictive hypotheses can be developed.

The results of the statistical analyses related to these Hypotheses are provided below. In all cases, only those variables found to be significantly associated at the .05 level or above are identified. In addition, based upon an interest in brevity, the significant Chi-Square values are displayed in table form rather than a complete display of the observed and expected frequencies, raw scores, and other statistics for each variable. There are at least two hundred significantly associated variables.

Hypothesis One

> There are no significantly associated variables related to employee attitudes toward teaching and characteristics of teachers.

The variables selected to examine in relation to Hypothesis One were those associated with characteristics of teachers. The analyses of the association of these variables would assist in determining the condition for positive attitudes toward teaching. A review of the data related to the Objectives demonstrates a high positive attitude toward teaching.

The variables were age, educational background, marital status, children and their educational level, home life, dependent children and adults, total paid work experience, present position experience, nature of present work, duration at present work location, training for any other occupation, prior teaching experience, and opinions of teachers about ABE programs. Each of these variables were analyzed for their association to every other variable. Those variables found to have a significant association are identified.

Age

It was found that nine variables are significantly associated with age. These are displayed in Table 1: training for any other occupation, length of time in part-time work, marital status, children and children in pre-school, grade school and high school, and opinions perceived to be the same as other administrators, and students they teach are associated with age.

Educational Background

There were five associations found at the .05 level, or above, level of significance. Table 2 displays the Chi-Square values of these variables. Here again, training for any other occupation and length of time in part-time work are associated as well as months in present position, experience teaching in senior high school and grade school completion by teachers.

In addition, it should be noted that college/university level educational background (3-4 years) is significantly associated with two variables related to the way the teachers received their training. Those who were self taught scored at the .0001 level of significance and other institutions of education at the .003 level. These data will be reported in Hypothesis Three.

Marital Status

Table 3 displays the seven significantly associated variables to marital status. It is interesting to note the lowest level of significance was .03 and .0006 was the highest. These variables are children living at home, length of part-time work, months in present position, children in junior high school and elementary school, and opinions of the teachers perceived the same as newspaper personnel and boss or supervisor. Here, also, the length of part-time work and months in present position are significantly associated.

Table 1

Significant Chi-Square Values Associating Age of Teachers With Other Characteristics of Teachers

	Age
Opinions perceived the same as other administrators	X^2 = 42.603 df = 20 P = .002 N = 143
Training for any other occupation	X^2 = 19.761 df = 10 P = .03 N = 148
Part-time work Length of time	X^2 = 253.680 df = 220 P = .05 N = 150
Marital status	X^2 = 60.339 df = 40 P = .02 N = 150
Opinions perceived the same As the students they teach	X^2 = 18.267 df = 10 P = .05 N = 143
Presence of children	X^2 = 27.573 df = 10 P = .002 N = 148
Pre-school children	X^2 = 51.992 df = 30 P = .007 N = 149
Grade school children	X^2 = 61.689 df = 40 P = .01 N = 149
High School children	X^2 = 67.559 df = 30 P = .0001 N = 149

Table 2

Significant Chi-Square Values Associating Educational Background of Teachers With Other Characteristics of Teachers

	Educational Background
Part-time work length of time	X^2= 88.047 df = 132 P = .001 N = 151
Grade school completion by teachers	X^2= 59.525 df = 24 P = .0001 N = 150
Experience teaching in senior high school	X^2= 58.332 df = 90 P = .005 N = 148
Training for any other occupation	X^2= 18.508 df = 6 P = .005 N = 149
Months in present position	X^2= 120.813 df = 72 P = .0002 N = 151

Table 3

Significant Chi-Square Values Associating Marital Status With Other Characteristics of Teachers

	Marital Status
Children living at home	X^2= 52.726 df = 24 P = .0006 N = 150
Part-time work length of time	X^2= 65.009 df = 88 P = .033 N = 151
Opinions perceived the same as local newspaper personnel	X^2= 16.327 df = 8 P = .037 N = 137
Opinions perceived the same as boss/supervisor	X^2= 24.143 df = 8 P = .002 N = 141
Months in present position	X^2= 74.591 df = 48 P = .008 N = 151
Children in junior high	X^2= 33.487 df = 64 P = .001 N = 148
Children in elementary school	X^2= 143.377 df = 104 P = .005 N = 145

Children and Their Educational Level

There were several significant associations found among and between children and their educational level and characteristics of the teachers. Table 4 displays the Chi-Square values on these variables. At this time, inter-relationship and duplication of associations begin to be evident. Length of part-time work is associated with pre-school and grade school children. Using children as an independent variable, other associations are identified in Table 5.

Home Life, Children, Dependent Children and Adults

There were several significant associations among the variables related to presence of children, dependent children, and adults. Table 5 displays those associations with the presence of children. Years in present position is associated again with children along with five other variables which are associated with educational level of children. Table 6 identifies three variables associated with dependent adults and children. Years in present position, experience teaching in senior high school are associated with dependent adults at home while opinion perceived the same as newspaper personnel is associated with dependent children.

Total Paid Work Experience

The years and months of part-time and full-time work were analyzed for their association with other characteristics and activities of teachers. It has been shown that educational background and marital status are associated with months in part-time work while presence of children and dependent adults is associated with years in present position.

Table 7 displays the significant Chi-Square values of years of part-time and full-time work and its association with eight variables. Experience in teaching junior high school and elementary school is associated with

Table 4

Significant Chi-Square Values Associating Year in School of Children With Other Characteristics of Teachers

	Pre-School	Grade School	High School
Part-time work length of time	X^2= 44.176 df = 66 P = .02 N = 150	X^2= 112.579 df = 88 P = .037 N = 150	
Children Attending Vocational School	X^2= 12.392 df = 6 P = .053 N = 150	X^2= 21.543 df = 8 P = .005 N = 150	
Children Attending Elementary School		X^2= 62.443 df = 104 P = .0007 N = 144	
Children in Armed Forces			X^2= 15.972 df = 6 P = .013 N = 150
Children out of school			X^2= 23.982 df = 12 P = .02 N = 150
Children--other	X^2= 72.390 df = 42 P = .002 N = 145	X^2= 17.706 df = 8 P = .02 N = 150	
Dependent Children		X^2= 16.171 df = 8 P = .04 N = 149	

Table 5

Significant Chi-Square Values Associating Presence of Children
With Other Characteristics of Teachers

	Children
Children in grade school	X^2 = 23.439 df = 4 P = .0001 N = 149
Years in present position	X^2 = 18.218 df = 10 P = .05 N = 149
Children in college/university	X^2 = 8.37 df = 3 P = .03 N = 149
Children in high school	X^2 = 11.80 df = 3 P = .008 N = 149
Children in pre-school	X^2 = 14.58 df = 3 P = .002 N = 149
Children who are married with own family	X^2 = 13.40 df = 5 P = .01 N = 149

Table 6

Significant Chi-Square Values Associating Dependent Adult and Dependent Children at Home with Other Characteristics of Teachers

	Dependent Adults	Dependent Children
Experience teaching senior high school	$X^2 =$ 41.006 df = 28 P = .05 N = 147	
Years in present position	$X^2 =$ 45.793 df = 20 P = .0009 N = 150	
Opinion perceived the same as local newspaper personnel		$X^2 =$ 13.26 df = 4 P = .01 N = 136

part-time work, while basis of present position, ie. part-time, is associated with both part-time and full-time, as is opinions perceived the same as other ABE teachers.

There appears to be an association between the teachers' opinions of members of other groups' opinions and many variables. See Table 2 on opinions.

Length of Time in Present Work Location and Position

The length of time in the present position and the length of time at present location were examined. Table 8 displays significant Chi-Square values associated with years and months in the same position. Prior teaching experience, training for any other occupation, same location, experience teaching in junior high school, as well as opinions perceived the same as boss or supervisor are associated with length of time in present position.

Table 9 displays significant values associated with length of time at present location. Teaching experience in elementray school and in adult education as well as years in present position are associated with length of time in present work location.

Training for any Other Occupation

It has been reported in the discussion of other variables that training for any other occupation is associated with other variables. Specifically, these are age, educational background of teachers, and months in present location.

Prior Teaching Experience

There has been some discussion previously of the association of experience in teaching with variables in the category of characteristics of teachers. Specifically, these have included educational background of teachers, dependent adults at home, number of years in part-time work, years in present location, and years in present position.

In addition, five other variables are associated with teaching experience. These are children in junior high school, experience teaching adult education, opinions perceived by teachers to be the same as other teachers, and other administrators. These are displayed in Table 10.

Nature or Bases of Present Work

The teachers were asked to report whether they perceived their work to be part-time, full-time, extra-time, temporary, or other. In another place, they were asked to describe the nature of their present work assignment. A majority noted they saw their work as part-time. This variable is

Table 7

Significant Chi-Square Values Associating Number Of Years in Part and Full-Time Work With Other Characteristics of Teachers

	Number of Years In Part-Time Work	Number of Years In Full-Time Work
Opinions perceived the same as other ABE teachers	X^2= 75.014 df = 44 P = .002 N = 148	X^2= 112.195 df = 70 P = .0007 N = 148
Experience teaching in junior high school	X^2= 440.743 df = 352 P = .0007 N = 148	
Children in college/university		X^2= 158.374 df = 105 P = .0004 N = 150
Experience teaching in elementary school	X^2= 644.971 df = 572 P = .01 N = 145	
Basis of present position, i.e., full-time, part-time, etc.	X^2= 110.690 df = 88 P = .04 N = 151	X^2= 208.603 df = 140 P = .0001 N = 151
Months in present position	X^2= 195.592 df = 264 P = .0007 N = 151	
Opinions perceived the same as other administrators		X^2= 101.580 df = 70 P = .006 N = 144
Opinions perceived the same as my friends		X^2= 49.074 df = 70 P = .02 N = 140
Opinions perceived same as local newspaper personnel	X^2= 69.386 df = 44 P = .008 N = 137	

Table 8

Significant Chi-Square Values Associating Months and Years
In Present Position With Other Characteristics of Teachers

	Months in Present Position	Years in Present Position
Prior teaching experience	X^2= 40.813 df = 12 P = .0001 N = 150	X^2= 19.001 df = 10 P = .04 N = 150
Training for any other occupation	X^2= 39.406 df = 12 P = .0001 N = 149	
Opinions perceived the same as boss or supervisor		X^2= 35.945 df = 20 P = .01 N = 141
Same location		X^2= 19.381 df = 10 P = .03 N = 151
Experience teaching in junior high school		X^2= 192.110 df = 160 P = .04 N = 148

Table 9

Significant Chi-Square Values Associating Same Location
For Length of ABE Teaching With Other Characteristics of Teachers

	Same Location
Teaching experience in elementary school	X^2= 39.878 df = 26 P = .04 N = 145
Experience teaching in adult education	X^2= 18.077 df = 9 P = .03 N = 148
Years in present position	X^2= 19.381 df = 10 P = .03 N = 151

Table 10

Significant Chi-Square Values Associating Teaching Experience And Other Characteristics of Teachers

	Experience as Teacher			
	Elementary School	Junior High School	Senior High School	Adult Education
Children in junior high	X^2= 357.064 df = 416 P = .017 N = 144			
Opinions of other teachers same as theirs	X^2= 84.285 df = 52 P = .003 N = 143			
Experience in adult education teaching		X^2= 190.357 df = 144 P = .005 N = 146		
Years in present position		X^2= 192.110 df = 160 P = .04 N = 148		
Opinions perceived same as other administrators			X^2= 49.814 df = 30 P = .013 N = 142	
Educational background			X^2= 58.332 df = 90 P = .005 N = 148	
Dependent adults at home			X^2= 41.006 df = 28 P = .05 N = 141	
Years in part-time work	X^2= 644.971 df = 572 P = .01 N = 145	X^2= 440.743 df = 352 P = .0007 N = 148		
Same location	X^2= 39.878 df = 26 P = .04 N = 145		X^2= 18.077 df = 9 P = .03 N = 148	
Children in college and university	X^2= 127.432 df = 78 P = .0002 N = 144			X^2= 24.37 df = 6 P = .0004 N = 150

significantly associated with only a few variables as reported in the discussion of number of years teachers have in part- and full-time work. In itself, the lack of association of this variable is of interest, suggesting a lack of concern about the concept of part-time.

In a discussion of Hypothesis Two and Three, this association changes somewhat.

Opinions of Teachers as Related to Others' Opinions

The teachers were asked to identify the extent to which eight different publics might have the same opinion as they have regarding ABE teaching. There are nine associations of significance between and among the characteristics of teachers related to these opinions. These are presented in Table 11. The significant variables include recruitment for job by friends and recruitment campaign, information source--other persons or things, and other variables among those publics identified.

The significant values displayed in Table 11 are in addition to those identified throughout the discussion of other variables where certain publics' opinions were associated such as with age, children, and years in full- and part-time work.

Conclusion

It was the intent of this analysis to explore whether or not there were significantly associated variables among or between those variables identified in the category of characteristics of teachers. It was found that there were many significantly associated variables among those analyzed in regard to Hypothesis One. Therefore, Hypothesis One can be rejected. The conclusion to be drawn is that selected variables related to characteristics of teachers are associated with attitudes toward teaching and are not independent. However, many variables were not shown to be associated and are, therefore, independent.

Table 11

Significant Chi-Square Values Associating
Opinions of Others Perceived the Same as Teachers With
Other Characteristics of Teachers

	My Boss or Supervisor	Other Teachers	Student I Teach
Opinion perceived the same as the students I teach	X^2= 9.310 df = 2 P = .009 N = 139	X^2= 9.713 df = 2 P = .007 N = 144	
Opinions perceived the same as local newspaper personnel	X^2= 20.419 df = 4 P = .0004 N = 175	X^2= 14.58 df = 4 P = .005 N = 137	
Opinions perceived the same as citizens of the community		X^2= 21.827 df = 4 P = .0002 N = 141	
Recruitment campaing		X^2= 4.0 df = 1 P = .04 N = 149	
Information Source other persons and things		X^2= 3.99 df = 1 P = .04 N = 149	
Recruited for jobs by friends			X^2= 10.34 df = 2 P = .005 N = 137
Opinions perceived the same as other administrators			X^2= 6.62 df = 2 P = .03 N = 142

Those variables which were more often associated with other variables were length of time in part-time work, opinions perceived the same as other teachers, teaching experience, months and years in present position, length of time in same location, and children. Those variables which were shown to be associated, but not as often as might be expected, were training for any other occupation and bases of present work, i.e., part-time.

Interpretations

It was not the intent of this analysis to predict a cause and effect relationship. It was the intent of this analysis to ascertain the nature of the association between and among variables toward suggesting practices and procedures for ABE program administrators. An interpretation of the findings is warrented.

In Hypothesis One, the analysis of the association of the variables related to characteristics of teachers assist in determining the condition for positive attitudes toward teaching. Three types of interpretations are provided toward understanding the results of the analysis. The first interpretation deals with the independent and associated variables, the second with the suggested hypotheses, and the third with suggested practices for administrators to consider. These same discussions will follow the results of each Hypothesis.

All 12 variables in the category of characteristics of teachers were found to be associated with some of the other variables. However, not all variables were associated with all 12 variables in this category. For example, while age was associated with nine variables, it was not associated with educational background, present work, same location, and prior teaching experience. In this regard, then, age could be said to be independent of educational background, present work, same location, and prior teaching experience. However, age could be said to be associated with marital status, children home life, length of time in part-time position, training for any other occupation, and opinions of other persons perceived by the teachers to be the same as their opinions.

Those variables found to be more often associated with other variables could be used as bases for developing potentially significant relationships.

This effort would assist in determining the condition which needs to exist for positive attitudes among teachers toward teaching. For example, length of time in present part-time position is associated most often with all variables in category one. It could be hypothesized that since the teachers have been in their part-time work 2.3 years and 2.8 months on an average and their attitudes are favorable, if given the same conditions and ABE teachers remain on the job 2.3 years and 2.8 months, then, they will have favorable attitudes toward teaching in ABE programs.

A review of the findings generated for Hypothesis One suggests the following new hypotheses:

H_1 = There is a significant relationship between length of time in an ABE teaching position and positive attitudes toward teaching.

This hypothesis is supported by the significance associations found to exist between length of time in present position and other variables including same location, training for any other occupation, prior teaching experience, bases of present position, i.e. part-time, and educatioal background.

H_2 = There is a significant relationship between the opinions of the teachers regarding ABE teaching and other groups of persons external to the local ABE program.

This hypothesis is supported by the significant associations found to exist between the opinions of teachers and other variables including age, marital status, bases of present work, i.e. part-time, months and years in present position, prior teaching experience, and more significantly, with eight other groups of persons external to the school as perceived by the teachers.

H_3 = There is a significant relationship between prior teaching experience and positive attitudes toward teaching.

The analysis using the variable prior teaching experience supports the hypothesis. It was found that the following variables are associated:

educational background, part-time work, months and years in present position, same location, and different forms of prior teaching experience. Junior high school teaching is significantly associated with teaching experience in adult education at the .005 level of significance. Teaching experience in adult education is associated with same location at the .03 level of significance. Elementary school teaching experience has also been shown to be associated with three variables.

H_4 = There are no significant relationships between the fact teachers have children and the nature of their teaching position.

H_5 = There is a significant relationship between the fact teachers have children and prior teaching experience.

These hypotheses are supported by the significant associations and lack of associations found among variables in the category of characteristics of teachers.

There are many other hypotheses which could be proposed, however, the intent of this discussion was to assist the reader to interpret the potential effects of the analyses while designing those hypotheses which appear to be most relevant.

Implications

The implications for administrators from these interpretations include the following:

Teachers who have been on the job 2.3 years and 2.8 months may, on the average, exhibit more favorable attitudes toward ABE teaching if similar conditions are met.

Teachers may be viewed as barometers of public opinions toward school programs as their attitudes have been estimated to be similar to other groups external to the school under the same conditions. The same conditions would especially include prior teaching experience, length of time in present location, and age.

Though it was found that the majority of the teachers had experience teaching in elementary school, it appears that the more significant teaching experience of teachers, as related to positive attitudes toward teaching, is experience teaching in junior high school. Teachers who have junior high school teaching experience may exhibit more favorable attitudes toward their teaching responsibilities in ABE programs. The second significantly related teaching experience is elementary school teaching.

Teachers have, on the average, 1.5 children at home. The bases of their present teaching position is not dictated wholly by their children. The interest in teaching is directly related to prior teaching experience.

The teachers have a college education, prior teaching experience, and view themselves as teachers whether they work part-time or full-time. They identified part-time as the way they perceived their role. There were few variables associated with part-time teaching which lessens the impact on the way teachers see their roles. Whatever way teachers view their role, they see themselves first as teachers and secondly in a specific category of employment.

Administrators might consider these conditions when recruiting and hiring persons to teach in the ABE programs.

Hypothesis Two

> There are no significantly associated variables related to employee attitudes toward teaching and supervisor behavior.

The literature suggests that where there is a positive attitude by employees toward supervisors; they will be generally positive in their attitudes toward work. In the analysis of the marginal data gathered about teachers' attitudes toward supervisors, a most positive attitude has been identified. This favorable attitude toward supervisors relates to the positive attitude expressed by teachers toward teaching. In general, then, it can be assumed that the attitudes of teachers are positive. The question remains as to what variables are significantly associated with other variables to have produced this condition.

The literature suggests that there are a multitude of factors toward positive attitudes in work. Many of these factors were examined previously in the analysis of data for Objectives One through Five reported previously.

The analyses of the hypotheses include a broad examination of the potential significant associations of the variables identified in the four categories of variables for this study. The specific associations which have been assessed have been selected based on the topic of each hypothesis.

The variables selected to examine in relationship to Hypothesis Two were those associated with the teachers' views of their supervisors' behavior including decision-making, helpfulness of information given and supervised assistance, frequency of information, changes of work, involvement of teachers in making suggestions, favoritism by supervisor, and information source on job. The literature has suggested that these variables are significant determinants of favofable employee attitudes. An examination of the teachers' perceptions of their supervisors' behavior should suggest potential associations and determinants of positive attitudes toward teaching in ABE.

In an earlier part of this report, each of these variables was examined individually. The analysis here centers on each variable's significant associations with other variables.

Using Chi-Square statistics, it was found that there were many significantly associated variables at the .05 level of significance among those analyzed in regard to Hypothesis Two.

Teachers' Opinions of Local Administrators

In an earlier part of this report, data were presented showing that teachers have a most favorable opinion of the local administrators/supervisors. In the analysis of the association of this variable to others related to supervisor behavior, four variables are shown to be significantly associated. These are amount of helpful information, source of information, teachers are told about changes in work, and supervisor does not show favoritism. The significant Chi-Square values are displayed in Table 12.

In addition, it was found that two variables were associated with pay and promotion and teachers' opinions of local administrators. These are pay compared with other teaching jobs and pay compared with ABE teaching jobs. These are also displayed in Table 12.

Happy With Supervisor's Way of Work

Earlier in the discussion, it was found that the teachers were quite satisfied with the manner in which the supervisor performs his role. Through an analysis using Chi-Square, 13 other variables were found to be associated with the variables happy with supervisor's way of work.

Table 13 displays the significance Chi-Square values related to these variables. Specifically, these variables are as follows: how often does the supervisor see you, ABE teachers are enthused over their work, concern over boss while teaching, concern over spouse while teaching, concern over children while teaching, working with other ABE teachers, I'll be teaching in ABE in three years, I am afraid to teach, source of assistance by supervisor, how supervisor accepts suggestions, helpfulness of information from

Table 12

Significant Chi-Square Values Associating Teachers' Opinions of Local Administrators With Other Variables For Supervisor Behavior

	Teachers' Opinions of Local Administrators
Amount of helpful information	$X^2 =$ 6.50 df = 2 P = .03 N = 143
Source of Information immediate supervisor	$X^2 =$ 9.72 df = 1 P = .001 N = 144
Are you told why changes are made	$X^2 =$ 15.87 df = 1 P = .0001 N = 132
Does supervisor show favoritism	$X^2 =$ 7.98 df = 1 P = .004 N = 135
Pay compared with other teaching jobs	$X^2 =$ 15.18 df = 1 P = .0001 N = 136
Pay compared with ABE jobs	$X^2 =$ 13.24 df = 1 P = .0003 N = 119

Table 13

Significant Chi-Square Values Associating Happy With Supervisor's Way of Work With Other Variables For Supervisor Behavior

	Happy With Supervisor's Way of Work
How often does the supervisor see you	$X^2 = 44.729$ df = 26 P = .01 N = 116
ABE teachers are enthused over their work	$X^2 = 18.064$ df = 2 P = .0001 N = 139
Concern over your boss while teaching	$X^2 = 18.487$ df = 8 P = .01 N = 135
Concern over spouse while teaching	$X^2 = 18.38$ df = 8 P = .01 N = 118
Concern over your children while teaching	$X^2 = 20.094$ df = 8 P = .01 N = 114
Working with other ABE teachers	$X^2 = 5.72$ df = 2 P = .05 N = 132
I'll be teaching in ABE for three years	$X^2 = 6.95$ df = 2 P = .03 N = 139
I am afraid to teach	$X^2 = 7.92$ df = 2 P = .02 N = 140

Table 13 (cont.)

	Happy With Supervisor's Way of Work
Pay compared with ABE jobs	$X^2 = 4.35$ df = 1 P = .03 N = 117
Pay compared with teaching jobs	$X^2 = 9.04$ df = 1 P = .002 N = 133
Source of assistance school supervisor	$X^2 = 13.56$ df = 3 P = .003 N = 122
How supervisor accepts suggestions	$X^2 = 13.72$ df = 1 P = .0002 N = 139
Helpfulness of information from supervisor	$X^2 = 9.2$ df = 1 P = .002 N = 141

supervisor, and two variables concerned with pay and promotion. These latter two variables are pay compared with ABE jobs and pay compared with other teaching jobs.

Supervisor Explains Changes

It was found earlier in the discussion that supervisors explain changes that are made on the whole. An analysis of this variable in relation to others shows ten variables significantly associated with it at the .05 level of significance. Specifically, the following variables are associated: I have ideas for the job, concern over children while teaching, information source--other teachers, source of information--school supervisor, supervisor is clear about things, credit is given for improvements, supervisor welcomes ideas, supervisor deals well with questions, and fair pay and pay compared with other ABE jobs.

Table 14 displays the significant Chi-Square values on variables identified above.

Supervisor Welcomes Ideas

It was reported earlier that supervisors welcome suggestions and ideas by teachers. Variables which have been found to be significantly associated with this variable are displayed in Table 15. Ten variables were found to be significantly associated. Four of these variables, because of the very high level of significance, need special mention. They are: preparing for teaching at the .0009 level of significance, supervisor clear about things at the .0009 level of significance, outside preparation time for class at the .0005 level, and happy with the way supervisor works at the .0002 level of significance.

Again, the variable pay compared with other teaching jobs is associated. For the first time, recruitment by the State Director is associated.

Credit Given by Supervisor For Improvements

In an earlier discussion, it was found that supervisors generally give credit to teachers for improvements. There are seven variables which have been found through analyses to be associated with this variable. These are reported in Table 16 and include ABE teachers are enthused about work, I am afraid to teach, supervisor is clear about things, helpfulness of information from supervisor. as well as three variables connected with pay and

Table 14

Significant Chi-Square Values Associating Supervisor Explaining Changes With Other Variables For Supervisor Behavior

	Are You Told Why Changes Are Made
Concern over children while teaching	X^2= 15.439 df = 8 P = .05 N = 110
Fair pay	X^2= 23.539 df = 8 P = .002 N = 130
Information source other teachers	X^2= 17.213 df = 6 P = .008 N = 88
I have ideas for the job	X^2= 6.34 df = 2 P = .04 N = 134
Pay compared with other ABE jobs	X^2= 5.99 df = 1 P = .014 N = 113
Source of information school supervisor	X^2= 14.20 df = 3 P = .002 N = 114
Is supervisor clear about things	X^2= 13.81 df = 1 P = .0002 N = 132
Is credit given for improvements	X^2= 9.53 df = 1 P = .002 N = 129
Does supervisor welcome your ideas	X^2= 7.83 df = 1 P = .0051 N = 139
How supervisor deals with questions	X^2= 14.41 df = 2 P = .0007 N = 139

Table 15

Significant Chi-Square Values Associating Supervisor Welcomes Ideas With Other Variables For Supervisor Behavior

	Does Supervisor Welcome Your Ideas
Concern over spouse while teaching	$X^2 =$ 16.558 df = 8 P = .03 N = 121
Concern over children while teaching	$X^2 =$ 20.464 df = 8 P = .008 N = 118
Concern over yourself while teaching	$X^2 =$ 22.634 df = 8 P = .003 N = 142
Outside Preparation for class	$X^2 =$ 38.11 df = 14 P = .0005 N = 135
Recruitment by State Director	$X^2 =$ 3.77 df = 1 P = .05 N = 146
Preparing for teaching	$X^2 =$ 24.695 df = 7 P = .0009 N = 131
Pay compared with teaching jobs	$X^2 =$ 3.84 df = 1 P = .05 N = 137
Students appreciate my work	$X^2 =$ 5.65 df = 2 P = .05 N = 144
Is supervisor clear about things	$X^2 =$ 10.98 df = 1 P = .0009 N = 143
Happy with way supervisor works	$X^2 =$ 13.72 df = 1 P = .0002 N = 139

promotion which are fair pay, pay compared with other teaching jobs, and pay compared with other ABE teaching jobs.

Supervisor Clarity in Work With Teachers

It was reported earlier that supervisors are clear in their instructions and dealings with teachers. It was found that ten variables were associated with this variable at the .05 level of significance. These variables include concern for boss while teaching, ABE teachers are enthused for work, teaching small classes, evaluating students, information source--supervisor, concern for students while teaching, concern for your spouse while teaching, concern for children while teaching, how supervisor accepts suggestions, and source of most helpful information--supervisor.

The ten variables identified above and their Chi-Square values are displayed in Table 17. Where the variable "Concern for ____" is reported, this means that in the question which asked teachers to rank eight items which they are concerned about when they teach, these variables were ranked; and the position in ranking is associated to this variable. In fact, this is the first indication that, though the teachers ranked students, content, and themselves first, second, and third respectively, there is greater association of fourth through eighth ranked items with other variables than with the top three ranked items.

Supervisor Deals With Questions

It was reported in an earlier discussion that supervisors generally answer questions promptly rather than passing the buck or forgetting them. It was found that there are 11 other variables associated with this variable. Five of the variables are related to the ranking questions on concerns while teaching, one variable relates to recruitment, two variables relate to

Table 16

Significant Chi-Square Values Associating Supervisor Crediting Improvements With Other Variables for Supervisor Behavior

	Is Credit Given For Improvement
ABE teachers are enthused about work	$X^2 =$ 18.217 df = 2 P = .0001 N = 138
Fair pay	$X^2 =$ 15.347 df = 8 P = .05 N = 135
I am afraid to teach	$X^2 =$ 8.67 df = 2 P = .01 N = 137
Pay compared with teaching jobs	$X^2 =$ 10.53 df = 1 P = .001 N = 130
Pay compared with ABE jobs	$X^2 =$ 3.99 df = 1 P = .04 N = 114
Is supervisor clear about things	$X^2 =$ 14.14 df = 1 P = .0002 N = 139
Helpfulness of information from supervisor	$X^2 =$ 6.94 df = 2 P = .008 N = 139

Table 17

Significant Chi-Square Values Associating Supervisor Clarity In Work with Other Variables for Supervisor Behavior

	Is Supervisor Clear About Things
Concern for your boss while teaching	X^2 = 23.824 df = 8 P = .002 N = 137
ABE teachers are enthused for work	X^2 = 19.772 df = 2 P = .0001 N = 142
Teaching small classes	X^2 = 15.179 df = 7 P = .03 N = 128
Evaluating students	X^2 = 12.164 df = 6 P = .05 N = 137
Information source--supervisor	X^2 = 10.779 df = 3 P = .01 N = 121
Concern for students while teaching	X^2 = 11.659 df = 5 P = .02 N = 143
Concern for spouse while teaching	X^2 = 17,667 df = 8 P = .02 N = 121
Concern for your children while teaching	X^2 = 22.253 df = 8 P = .004 N = 118
How supervisor accepts suggestions	X^2 = 10.98 df = 1 P = .0009 N = 143
Source of helpful information by supervisor	X^2 = 16.55 df = 1 P = .0001 N = 143

source of information, one variable relates to work with other ABE teachers, and two variables relate to pay and promotion. These variables are displayed in Table 18.

Supervisor and Favoritism

It has been reported in previous discussion that teachers felt that supervisors do not show favoritism generally. It was found that there were nine variables significantly associated with lack of favoritism. These include the following: concern for boss while teaching, amount of administrative detail related to teaching, administrative detail as a priority concern while teaching, concern for content while teaching, source of information--publications, how often the supervisor sees teachers, source of information--other teachers, how the supervisor deals with questions, and source of recruitment--State Director. This is the second time the State Director has been associated regarding recruitment with the behavior of local supervisors.

These data are displayed in Table 19.

Source of Information for Teachers

Table 20 displays the Chi-Square values on variables significantly associated with immediate supervisor and both state office and local supervisor as sources of information for teachers.

Those variables are found to be associated with source of information--supervisor have included, thus far, teachers' opinions of supervisor, happy with way supervisor works, changes are told, and clarity of work. In addition, and included here, are teaching one student at a time, teaching small classes, source of job training, source of helpfulness of information, organizing content, credit for improvements, source of information--other teachers,

Table 18

Significant Chi-Square Values Associating How Supervisor Deals With Questions From Teachers With Other Variable For Supervisor Behavior

	How Does Supervisor Deal With Questions
Concern over children while Teaching	$X^2 =$ 34.021 df = 16 P = .005 N = 112
Concern over spouse while teaching	$X^2 =$ 26.899 df = 16 P = .04 N = 114
Concern over content while teaching	$X^2 =$ 44.442 df = 16 P = .0002 N = 137
Concern over students while teaching	$X^2 =$ 21.620 df = 8 P = .005 N = 139
Source of information--publications	$X^2 =$ 15.482 df = 8 P = .05 N = 74
Working with other ABE teachers	$X^2 =$ 10.494 df = 4 P = .03 N = 130
Concern over boss while teaching	$X^2 =$ 38.007 df = 16 P = .001 N = 133
Recruitment--volunteer	$X^2 =$ 6.39 df = 2 P = .04 N = 139
Pay compared with ABE jobs	$X^2 =$ 10.23 df = 2 P = .006 N = 117

Table 18 (cont.)

	How Does Supervisor Deal With Questions
Pay compared with other teaching jobs	X^2= 13.62 df = 2 P = .001 N = 130
Helpfulness of information source--supervisor	X^2= 7.60 df = 2 P = .02 N = 139

Table 19

Significant Chi-Square Values Associating Supervisor Lack Of Favoritism With Other Variables For Supervisor Behavior

	Do Supervisors Show Favoritism
Amount of administrative details related to teaching	X^2= 16.997 df = 7 P = .01 N = 126
Concern for boss while teaching	X^2= 20.110 df = 8 P = .009 N = 135
Administrative details as a priority concern for work	X^2= 18.759 df = 7 P = .009 N = 133
Concern for the content while teaching	X^2= 13.838 df = 7 P = .05 N = 137
Source of information--publications	X^2= 9.567 df = 4 P = .04 N = 74
How often does the supervisor see you	X^2= 54.893 df = 26 P = .0008 N = 112

Table 19 (cont.)

	Do Supervisors Show Favoritism
Source of information--other teachers	X^2= 3.84 df = 1 P = .05 N = 139
How does supervisor deal with questions	X^2= 9.99 df = 2 P = .006 N = 133
Source of Recruitment State Director	X^2= 4.26 df = 1 P = .03 N = 139

Table 20

Significant Chi-Square Values Associating Source of Information With Other Variables For Supervisor Behavior

	Source of Information	
	Immediate Supervisor	Both State And Local Supervision
Teaching one student at a time	X^2= 15.105 df = 7 P = .03 N = 141	X^2= 16.013 df = 7 P = .02 N = 141
Teaching small classes	X^2= 21.469 df = 7 P = .003 N = 133	X^2= 19.797 df = 7 P = .006 N = 133
Source of job training--yourself	X^2= 15.958 df = 8 P = .04 N = 145	
Source of information--grapevine	X^2= 12.359 df = 5 P = .03 N = 31	
Organizing content for class		X^2= 16.510 df = 7 P = .02 N = 137

Table 20 (cont.)

	Source of Information	
	Immediate Supervisor	Both State And Local Supervision
Credit for improvements	X^2= 6.94 df = 1 P = .008 N = 139	
Source of information--other teachers		X^2= 11.457 df = 5 P = .043 N = 92
Happy with supervisor's way of work	X^2= 9.2 df = 1 P = .002 N = 141	
How supervisor deals with questions	X^2= 7.60 df = 2 P = .02 N = 139	
Is supervisor clear about things	X^2= 16.55 df = 1 P = .0001 N = 143	
Pay compared with other teaching jobs	X^2= 6.36 df = 1 P = .01 N = 139	
Information source--other persons and things	X^2= 3.73 df = 1 P = .05 N = 149	
Source of recruitment--a friend		X^2= 3.88 df = 1 P = .04 N = 149
Helpfulness of information--other teachers		X^2= 6.64 df = 1 P = .01 N = 150

pay compared with other teaching jobs, and source of recruitment--a friend, among others.

Table 21 reports those values for variables significantly associated with other teachers as sources of information. The variables which were found to be associated are teaching larger classes, fair pay, and concern over boss while teaching.

Amount of Helpful Information Received

Table 22 reports those variables which are significantly associated with the most helpful information sources. Eleven variables were found to be associated at the .05 level of significance. These are related to supervisor practices as noted earlier as well as teaching responsibilities. In addition, the variable "I will be an ABE teacher in three years" has been added.

Source of Assistance in Teaching

Table 23 displays the sources of assistance in teaching as identified by the teachers which are found to be associated with other variables. There are four main categories which were found to be significantly associated which include source of assistance from other teachers, publications, grapevine, and school supervisor. The variables are those identified with teaching concerns mainly, but do include fair pay, pay for work, recruitment, bases of present work, i.e. part-time, and support from family. The latter variable has not been found to be associated previously with any others.

State Office Training, Information Source and Concerns

Table 24 displays those variables which are associated with the State office, generally. There are 12 variables associated with the State office for training and information source. There is one variable associated with

Table 21

Significant Chi-Square Values Associating Information Source--Other Teachers With Variables For Supervisor Behavior

	Information Source--Other Teachers
Teaching larger classes	X^2= 13.618 df = 7 P = .05 N = 117
Concern over boss while teaching	X^2= 15.295 df = 8 P = .05 N = 142
Fair pay	X^2= 15.837 df = 8 P = .04 N = 145

Table 22

Significant Chi-Square Values Associating Amount of Helpful Information With Other Variables For Supervisor Behavior

	Amount of Helpful Information Received
Administrative details concern while teaching	X^2= 24.693 df = 14 P = .03 N = 131
ABE teachers are enthused over work	X^2= 11.084 df = 4 P = .025 N = 146
Concern over your spouse while teaching	X^2= 27.019 df = 16 P = .04 N = 124
Working with other ABE teachers	X^2= 14.485 df = 4 P = .005 N = 136
Happy with supervisor's way of work	X^2= 10.90 df = 2 P = .004 N = 140

Table 22 (cont.)

	Amount of Helpful Information Received
Does supervisor welcome your ideas	$X^2 = 6.73$ df = 2 P = .03 N = 145
Is credit given for improvements	$X^2 = 11.60$ df = 2 P = .003 N = 139
Are you told why changes are made	$X^2 = 13.50$ df = 2 P = .001 N = 133
Information source-- other teachers	$X^2 = 7.12$ df = 2 P = .02 N = 148
Is supervisor clear about things	$X^2 = 9.78$ df = 2 P = .007 N = 143
I will be an ABE teacher in three years	$X^2 = 6.89$ df = 2 P = .03 N = 137

Table 23

Significant Chi-Square Values Associating Source Of Assistance To Teachers With Other Variables For Super-Visor Behavior

	Other Teachers
I am afraid to teach	$X^2 = 23.067$ df = 12 P = .02 N = 90
Source of Information--meetings	$X^2 = 32.31$ df = 20 P = .04 N = 66

Table 23 (cont.)

	Other Teachers
Concern for children while teaching	X^2 = 60.308 df = 40 P = .02 N = 76
Concern for your spouse while teaching	X^2 = 48.820 df = 32 P = .02 N = 75
Concern for content while teaching	X^2 = 59.179 df = 36 P = .008 N = 91
Fair pay	X^2 = 68.473 df = 36 P = .02 N = 89
Outside preparation for class	X^2 = 105.576 df = 72 P = .005 N = 84

	School Supervisor	Publications
Administrative details as a priority in teaching	X^2 = 49.022 df = 21 P = .0005 N = 109	
Prepare for teaching	X^2 = 37.268 df = 21 P = .01 N = 110	
Pay for your work	X^2 = 51.154 df = 24 P = .001 N = 121	
Concern for students while working	X^2 = 25.254 df = 12 P = .01 N = 124	
Information source in meetings	X^2 = 37.075 df = 12 P = .0002 N = 73	X^2 = 36.547 df = 16 P = .002 N = 52

Table 23 (cont.)

	School Supervisor	Publications
Information source other teachers	$X^2 =$ 46.016 df = 18 P = .0003 N = 80	$X^2 =$ 36.263 df = 24 P = .05 N = 60
		Grapevine
Recruitment for job		$X^2 =$ 11.174 df = 5 P = .04 N = 32
My family supports my teaching		$X^2 =$ 13.566 df = 5 P = .01 N = 31
Bases of present position i.e. career, full-time, etc.		$X^2 =$ 38.072 df = 25 P = .04 N = 32
Information source from other teachers		$X^2 =$ 49.570 df = 30 P = .01 N = 27

State office and its concern for teachers in making decisions. One can conclude the State office decision making is viewed as an independent variable by teachers whereas State office as a training and information source is viewed as being associated with teaching responsibilities, fair pay, and pay compared with other teaching jobs, on job training as well as, (for the first time,) the variable called opportunity for advancement.

Conclusion

It was the intent of this analysis to determine whether or not there were significantly associated variables among or between those variables

Table 24

Significant Chi-Square Values Associating State Office With Other Variables For Supervisor Behavior

	State Office For Training and Information Source	State Office Concern RE: Decisions
Evaluating students	X^2= 14.277 df = 6 P = .02 N = 141	
Fair pay	X^2= 16.00 df = 8 P = .04 N = 130	
Preparing for teaching		X^2= 15.125 df = 7 P = .03 N = 121
Organizing content for class	X^2= 15.871 df = 7 P = .02 N = 137	
Teaching large classes	X^2= 16.249 df = 7 P = .02 N = 117	
Concern over content while teaching	X^2= 20.432 df = 8 P = .008 N = 146	
Pay compared with teaching jobs	X^2= 4.21 df = 1 P = .04 N = 126	
Working with other ABE teachers	X^2= 6.28 df = 2 P = .04 N = 123	
Working with students	X^2= 7.93 df = 2 P = .01 N = 133	

Table 24 (cont.)

	State Office For Training and Information Source
Students appreciate my work	$X^2 = 5.73$ df = 2 P = .05 N = 132
Is there opportunity for advancement	$X^2 = 3.74$ df = 1 P = .05 N = 138
On the job training	$X^2 = 4.22$ df = 1 P = .03 N = 150
Courses as training for the job	$X^2 = 6.43$ df = 1 P = .01 N = 149

identified in the category of supervisor behavior. It was found that there were many associated variables at the .05 level of significance among those analyzed in regard to Hypothesis Two. Therefore, Hypothesis Two can be rejected. The conclusion to be drawn is that selected variables related to supervisor behavior are associated with attitude toward teaching and are not independent. There were, however, many variables not shown to be associated and, therefore, presumed to be independent.

Those variables which were most often associated with other variables were concerns over teaching responsibilities (as a group), supervisor clarity on work matters, supervisor as a source of information/assistance,and pay for work. Earlier analyses have shown the attitudes of teachers to be most favorable toward supervisor, teaching, and their work. It is possible to conclude that, as indicated by the literature, no one variable but rather many variables are supportive of favorable attitudes toward supervisors.

The variable shown through lack of association to be independent is decision-making at the local level of ABE programs.

Interpretations

In Hypothesis Two, the analyses described the associations of the variables in category two, dealing with job satisfaction and interest in teaching, with supervisor behavior. These efforts were directed toward analyzing the way supervisor behavior may interrelate with attitudes of teachers toward teaching in the ABE program. Three types of interpretations are provided here toward understanding these results. The first interpretation describes the independent and associated variables, the second interpretation suggests hypotheses for further study, and the third suggests procedures and practices for administrators and supervisors which have resulted from these interpretations.

Though there are many significantly associated variables among and between the variables describing supervisor behavior, there are six variables which are more often associated than others. These are the lack of favoritism shown by supervisors, supervisors explain changes in work to teachers, teachers are happy with the way the supervisor works and has favorable opinions toward the supervisor, supervisors as primary source of information, and source of most helpful information. The second level of variables which have been shown to be associated are supervisor clarity on work to be done, how supervisor responds to questions, supervisor accepts suggestions, and supervisor gives credit for improvements.

Those variables found to be independent of all other variables are decision-making at the local level, the frequency of information being received, and the perceived helpfulness of information from the State office. There are some variables found to be independent of some but not all variables. Other variables found to be associated with variables for supervisor behavior include pay for teaching and other teaching jobs, concerns of teachers while teaching, working with other teachers, carrying out teaching responsibilities, preparation time for teaching, enthusiasm for teaching, means of recruitment for teaching position.

A review of the findings generated for Hypothesis Two suggests the following new hypotheses:

H_1 = There is a significant relationship between the amount and kind of information the supervisor of ABE teachers provide to the teachers and the attitude of the teachers toward their supervisor and toward teaching in the ABE program.

H_2 = There is a significant relationship between the way supervisors respond to questions by teachers and the teachers' perceptions of the degree of helpfulness of information provided by supervisors.

H_3 = There is a significant relationship between the supervisors' clarity on work assignments and the teachers' attitudes toward information received to carry out their teaching responsibilities.

There is support for these hypotheses in that the variables identified were found to be associated. Table 12 displays the significant Chi-Square values. Teachers' opinions of supervisors are significantly associated with the amount of helpful information and source of information--supervisor at the .03 and .001 levels of significance.

There is an association between the way supervisors respond to questions and helpfulness of information from supervisors at the .02 level of significance. Supervisor clarity on work assignments is associated with teachers' attitudes toward information received at the .0001 level of significance.

H_4 = There is a significant relationship between the willingness of supervisors to accept suggestions for improvements and give credit for the suggestions, and the attitudes of the teachers toward their supervisors and teaching in ABE programs.

H_5 = There is a significant relationship between the way supervisors interpret changes in work assignments and attitudes of teachers toward supervisor's behavior including accepting suggestions, giving credit for improvement, response to questions, clarity of work assignments.

H_6 = There is a significant relationship between attitudes of teachers toward supervisors and the supervisor behavior (regarding lack of favoritism,changes are interpreted, response to questions, the number of visits to teachers by supervisor, recognition of supervisor as the primary source of helpful information.)

There is evidence to support these hypotheses. Table 15 and 16 display the significance level of the associations between the variables in the new hypothesis four. Table 14 displays the significant level of the associations between the variables in the new hypothesis five. Table 14, 19, 18, 20, 21, and 22 provide evidence of significant associations for variables described in the new hypothesis six.

It has been determined that there are variables whose lack of association with all variables denote their independence. However, these variables have limited affect in themselves due to the overwhelming affect of variables which are their counterparts. For example, it could be said that decision-making at the local level (as on separate concern) though independent is not a significant determinate of teachers' attitudes; however, it has been demonstrated that the way supervisors perform, clarify questions, respond to teachers, engage teachers in discussions of improvement and credit suggestions, are associated. It was determined then that decision-making is not a highly relevant variable. Furthermore, it was reported in Part I of this report that teachers believe their supervisors to keep them in mind when making decisions.

The two other variables which are independent shall not be dealt with for reasons similar to those noted above. These two variables are frequency of information and perceived helpfulness of information since it already has been shown that the supervisor provides the most information and the most helpful information as well as visits the teachers very often. It should be noted, however, that the teachers believe that information has only been provided "frequently" and "not very often."

There are other hypotheses which could be developed based on the associations identified in the analyses for this and other hypotheses of the study. It was the intent here to identify some of the more relevent relationships and in so doing assist the reader to interpret the data provided.

Implications

The implications for administrators and supervisors of ABE programs toward developing favorable attitudes of ABE teachers toward teaching and general job satisfaction, based upon these interpretations, are numerous but will be stated briefly.

Teachers are sensitive to the manner in which their supervisors perform. Providing an opportunity for the teachers to be involved in making suggestions for improvements in the program, and then giving credit for the suggestions, has been found to produce most favorable attitudes of teachers toward teaching and toward their supervisors.

There is a need to provide indepth interpretations to teachers about their work assignments, respond to questions promptly and show no favoritism in working with teachers. The way supervisors respond to questions is associated with the perceived degree of helpfulness of information from supervisors.

Teachers have reported the supervisors visit them while they are teaching an average of 21.8 times during the year. Visits can mean different things to different teachers; on the whole, it appears that teachers find the visits to be supportive of their efforts. This concept could be substantiated by the fact that teachers believe supervisors need to become more aware of their performance, answer questions, and clarify work assignments.

Teachers might be provided information by the supervisor more often. Since teachers view supervisors as their major source of information, there is a need for supervisors to be more aware of this and act accordingly. Since other teachers have been identified as the next important source of information, some means might be developed to support sharing and discussion sessions by teachers. There is also a direct relationship between clarity of supervisor instructions about work assignments and the teachers' attitudes toward teaching.

The literature has provided evidence of similar associations described in these implications. There is a direct relationship between employee attitudes toward the ABE program and the supervisor. The amount of productivity varies directly in relation to which the productive behavior is itself satisfactory. The more satisfied teachers are with their work, the more favorable their opinions will be toward their supervisors. The behavior of the supervisor may influence satisfaction with current pay, job status, and company. Employees want an opportunity to ask questions, express their ideas and in general be involved in decision-making processes of the program. Supervisory practices and employee satisfaction do relate.

If teachers are to develop and maintain favorable attitudes toward their teaching in ABE programs, then the supervisor's behavior could be considered as a determinate of this development and maintenance.

Hypothesis Three

> There are no significantly associated variables related to employee attitudes toward teaching, and pay, tenure, and promotion.

Those variables selected for analyses included opinion of ABE program as place to work, pay for ABE jobs, pay for other jobs, promotional interest and opportunity, current salary and fair pay, tenure, and duration at present work. These variables are found in category two of variables. Awareness of the association of these variables would provide some indication of the association of the positive attitudes of teachers toward teaching in ABE programs. Discussion of the marginal data related to each variable is presented in Part I of this Chapter.

Opinion of ABE programs as a Place to Work

It was indicated earlier that teachers see ABE programs as a better place to work than other places. Eleven variables were found to be associated with this opinion and are reported in Table 25. They include I have ideas for the job, teaching small classes, I'll teach ABE for a long time recruited by an ad, recruited by State Director, bases of present position, i.e. part-time, ABE teachers are enthused about work, concern for boss while teaching, source of information for job-supervisor, credit is given by supervisor for improvements, and supervisor is clear about work.

Those variables not associated are pay, promotion, and salary. Rather those associated are recruitment for the job, working in job, and association with supervisor.

Pay Compared With Other ABE Teaching Jobs

In an earlier discussion, it was found that the teachers' pay for teaching in ABE jobs was considered by teachers to be comparable to other ABE jobs. Associated with this variable are fair pay, concern for organizing content for classes, concern for preparaing to teach, ABE teachers are enthused about work, and source of information--meetings. These five variables are reported in Table 26. The highest level of significance (.002) was reported between preparing to teach and pay for present position.

Pay Compared With Other Teaching Jobs

It was found earlier that ABE teachers felt that their pay compared favorably with other teaching jobs. Table 27 displays the values of Chi-Square with significance at the .05 level,or greater on values found to be associated with this variable. The variables examined are fair pay, concern for own children while teaching, ABE teachers are enthused for work, concerned for organizing content for class and for preparing for teaching, and supervisor clarity on work matters.

It is interesting to note the similarity in variables on Table 26 and 27 which are associated with pay comparisons. Supervisor clarity

Table 25

Significant Chi-Square Values Associating Opinions of Teachers Toward ABE Program As A Place To Work With Other Variables For Pay, Tenure, and Promotion

	Opinions of ABE As Place To Work
I have ideas for the job	X^2= 13.99 df = 4 P = .007 N = 144
Teaching small classes	X^2= 27.87 df = 14 P = .01 N = 129
I'll teach ABE for a long time	X^2= 11.49 df = 4 P = .02 N = 142
Recruitment--answered an ad	X^2= 8.13 df = 2 P = .01 N = 144
Recruitment--State Director	X^2= 6.25 df = 2 P = .04 N = 144
Bases of present position i.e. career, full-time, etc.	X^2= 27.15 df = 12 P = .007 N = 144
ABE teachers are enthused about work	X^2= 10.23 df = 4 P = .003 N = 142
Concern over your boss while teaching	X^2= 25.98 df = 16 P = .05 N = 137
Source of information--immediate supervisor	X^2= 6.30 df = 2 P = .04 N = 144
Credit is given for improvement	X^2= 7.24 df = 2 P = .02 N = 135

Table 25 (cont.)

	Opinions of ABE As Place To Work
Supervisor clear about things	X^2 = 19.78 df = 2 P = .0001 N = 139

Table 26

Significant Chi-Square Values Associating Pay Compared With Other ABE Teaching Jobs With Other Variables For Pay, Tenure And Promotion

	Pay Compared With Other ABE Teaching Jobs
Fair pay	X^2 = 19.205 df = 8 P = .01 N = 118
Concern for organizing the content for class	X^2 = 13.842 df = 6 P = .03 N = 111
Concern for preparing to teach	X^2 = 22.477 df = 7 P = .002 N = 109
ABE teachers are enthused for work	X^2 = 9.21 df = 2 P = .01 N = 121
Source of information--in meetings	X^2 = 11.92 df = 4 P = .01 N = 69

and children are associated with pay for other teaching jobs while sources of information--meetings is associated with pay for ABE jobs.

Interest in Promotion

In an earlier discussion, it was found that the majority of teachers reported that they were not interested in promotion, but those who were had

Table 27

Significant Chi-Square Values Associating Pay Compared With Other Teaching Jobs With Other Variables For Pay, Tenure and Promotion

	Pay Compared With Teaching Jobs
Fair pay	X^2= 29.589 df = 8 P = .0002 N = 135
Concern for own children while teaching	X^2= 15.972 df = 8 P = .04 N = 111
ABE teachers are enthused over work	X^2= 12.595 df = 2 P = .001 N = 137
Concern for organizing the content for class	X^2= 21.348 df = 7 P = .003 P = 128
Concern for preparing for teaching	X^2- 19.045 df = 7 P = .008 N = 126
Is Supervisor clear about things to be done	X^2= 8.14 df = 1 P = .004 N = 134

definite ideas about what kind of promotion they would like to have. These expectations and desires are reported in Appendix B.

It was found that only four variables were associated with the interest in or lack of interest in promotion. These include I build a file of resources for my job, concern over room while teaching, bases of present job i.e. part-time, opportunity for advancement, and I will be an ABE teacher is three years. It is interesting to note that there are no variables associated directly with fair pay or pay for teaching. Instead, associated variables are concerned with teaching, length of tenure--three years, bases of present job i.e. part-time, and whether there is opportunity for advancement.

Present Pay

In an earlier discussion, it was found that the average pay was $6.09 an hour. The amount, when compared using Chi-Square with other variables for pay, promotion, and tenure, is found to be associated with six variables. These are information source--both supervisor and State office, how supervisor deals with questions, information source--other teachers, concern for students in teaching, recruitment via a recruitment program, and answering an ad.

There are gaps in the kind of variables not associated with present pay. These include fair pay, pay compared with other teaching jobs and with ABE jobs, generally, and interest in and opportunity to be promoted, to name a few. In fact, only one variable deals with teaching itself. This is concern for students, which was ranked highest by teachers in concerns for teaching. There appears to be an association between the way a teacher is recruited and the source of information on job.

Table 29 displays the values for these variables.

Attitude Toward Pay For Work

The difference between actual pay and an average salary which teachers said would be fair was only ten cents. Asked if present pay was satisfactory, most teachers said, "yes."

An analysis of the type of associations between this attitude and other variables related to pay, tenure, promotion, and attitudes toward teaching, uncovered five significant variables. These were I build a

Table 28

Significant Chi-Square Values Associating Interest In Promotion Other Variables For Pay, Tenure and Promotion

	Would You Like To Be Promoted
I build a file of resources for my job	$X^2 = 5.90$ df = 2 P = .05 N = 135
Concern over room while teaching	$X^2 = 15.475$ df = 8 P = .05 N = 128
Bases of present job i.e. career teacher, full-time, etc.	$X^2 = 19.788$ df = 6 P = .003 N = 134
Opportunity for advancement	$X^2 = 6.28$ df = 1 P = .01 N = 128
I will be an ABE teacher in three years	$X^2 = 10.39$ df = 1 P = .001 N = 127

file of resources for my job, I have ideas for my job, I would take another job (negative response), organizing the content for class, and concern for boss while teaching.

While the nature of pay discussed earlier showed an association with recruitment and information source, the variable concerned with attitudes toward pay had five variables relating directly to teaching responsibilities and carrying out the teaching role.

Table 30 displays the significant Chi-Square values of the variable attitude toward pay with other variables.

Table 29

Significant Chi-Square Values Associating Present Pay Level With Other Variables For Pay, Tenure and Promotion

	Present Pay
Information source both State office and supervisor	$X^2 = 20.390$ df = 6 P = .002 N = 145
How supervisor deals with questions	$X^2 = 20.714$ df = 12 P = .05 N = 136
Information source other teachers	$X^2 = 63.780$ df = 36 P = .002 N = 92
Concern for students while teaching	$X^2 = 40.664$ df = 24 P = .01 N = 145
Recruitment for job via a recruitment program	$X^2 = 12.161$ df = 6 P = .05 N = 145
Recruitment for job--answered an ad	$X^2 = 15.320$ df = 6 P = .01 N = 145

Conclusion

It was the intent of this analysis to ascertain if any variables pertaining to pay, promotion, and tenure were associated. In this way, the conditions for building or retaining positive teacher attitudes could be recognized. Based upon the fact that there are many variables associated with those of pay, tenure, and promotion, Hypothesis Three is rejected. The conclusion can be drawn that selected variables are associated with attitudes in teaching and are not independent, while there were other variables whose independence can be recognized by the lack of association.

Table 30

Significant Chi-Square Values Associating Attitude Toward Pay For Work With Other Variables For Pay, Tenure and Promotion

	Attitude Toward Pay For Work
I build file of resources for my job	X^2 = 26.176 df = 16 P = .05 N = 146
I have ideas for my job	X^2 = 34.298 df = 16 P = .005 N = 145
I would take another job	X^2 = 28.879 df = 16 P = .02 N = 141
Organizing the content for class	X^2 = 74.741 df = 56 P = .04 N = 135
Concern for your boss while teaching	X^2 = 98.178 df = 64 P = .003 N = 143

Those variables associated more often than others with pay, promotion, and tenure variables are in the areas of teaching responsibilities, source of recruitment, and relationship to supervisor. It is interesting to note the lack of, or nominal lack of, association with those variables concerned with pay, advancement, and tenure in present position and present location.

Interpretations

The analyses for Hypothesis Three described the associations of the variables in category two dealing with satisfaction and interest in teaching, and the perception that the teachers have about their pay, tenure, and promotion. These efforts were directed toward understanding the teachers' perceptions of pay, tenure, and promotion as they interrelate with attitudes toward teaching. Three types of interpretations are provided here toward understanding these results. First, the independent and associated variables are described, secondly, hypotheses are suggested for further study, and thirdly, practices for administrators are suggested.

Though there were many variables associated with specific questions dealing with pay, tenure, and promotion, there were significant lack of associations among those variables concerned with pay, tenure, and promotion. Fair pay was found to be associated with pay compared to other ABE jobs and pay compared to other teaching jobs. Interest in promotion was found to be associated with perceived opportunity for promotion and anticipated tenure of three years. From these results, it can be concluded that current salary, opinions of ABE programs as a place in which to work as well as duration at present work are independent of pay, tenure, and promotion variables.

However, those variables found to be associated with pay, tenure, promotion, and other variables for job satisfaction and interest in teaching were teaching responsibilities, concerns while teaching, supervisor behavior, sources of information, and manner of recruitment for position.

A review of the findings generated for Hypothesis Three suggests the following new hypotheses:

H_1 = There is a significant relationship between the amount of pay perceived by the teachers to be fair and pay for other ABE teaching positions and other teaching positions.

H_2 = There is a significant relationship between interest in promotion and the teachers' perceptions of the opportunity for promotion.

H_3 = There is a significant relationship between interest in promotion and anticipated tenure in teaching position.

H_4 = There is no significant relationship between current salary of ABE teachers and interest in promotion or anticipated tenure.

Support for these hypotheses are found in the significant associations found to exist between these variables as noted above.

H_5 = There is a significant relationship between the opinions ABE teachers have about the ABE program as a place in which to work and teaching responsibilities and concerns while teaching.

H_6 = There is a significant relationship between the opinions ABE teachers have about the ABE program as a place in which to work and anticipated tenure.

H_7 = There is a significant relationship between the opinions ABE teachers have about the ABE program as a place in which to work and supervisor behavior.

Based upon an examination of the significant Chi-Square values reported in Table 25, these and other hypotheses might be developed. In the new hypothesis five, the teaching responsibilities include teaching small classes and was reported to be associated at the .01 level of significance with opinion of ABE programs as a place to work. Throughout the analyses, concerns of the teachers while teaching are significantly associated. It is apparent, however, that those concerns ranked first through third (students, content, and yourself, respectively) are not as often associated with other variables as those concerns ranked fourth through eighth.

There is support for the new hypothesis six in that long-time tenure is associated at the .02 level of significance with opinions of the ABE programs as a place to work. Supervisor behavior, including giving credit for improvements and making things clear, are associated at the .02 and .0001 levels of significance, respectively, with opinions of the ABE program as a place to work.

H_8 = There is a significant relationship between perceptions of current salary and means of recruitment for the ABE teachers' role.

This hypothesis has an interesting base of support. It appears that the two forms of recruitment which are significantly associated with current salary are recruitment by an ad and by a recruitment program. These non-personal means of recruitment may be the bases for the lack of interest in change of salary, lack of interest in promotion, and longer tenure.

Other hypotheses could be developed based upon the numerous significance associations found in the analysis for Hypothesis Three of this study. It was the intent of this discussion, however, to assist the reader to interpret the data and present some of the more relevant questions for further research.

Implications

The implications of these results would suggest that administrators of ABE programs might consider the following practices toward building and retaining teachers with positive attitudes toward ABE teaching.

Teachers in ABE programs perceive the pay, which they consider fair, to be comparable with other teaching positions both in ABE program and elsewhere. Though $6.10 was on the average fair pay, most teachers believe $7.50 per hour would be more fair. An examination of the pay scale of other teaching jobs and some alteration in the pay of ABE teachers may be warrented.

Teachers have indicated that on the average theyare not interested in promotion; however, many teachers have demonstrated an interest in promotion. This interest would be higher if some plan for promotion was made known to teachers. Since there is an association between anticipated tenure and interest in promotion, and since teachers believe they will be teaching in three years at the same location, some plan for promotion, recognition, or advancement might be developed. This practice can be legitimized because there is no association between current salary and anticipated tenure. Current salaries could be altered and longer tenure might result.

The literature of this field has suggested that there is a relationship between the perceived role and role strengths of employees and the awareness of these by supervisors. Teachers have better opinions of ABE programs where they believe supervisors are aware and understand their teaching responsibilities. As the satisfaction of employees toward their roles increases, the length of anticipated tenure may increase proportionately.

The expressed concerns of teachers while teaching have been reported to be with students, content, and themselves as teachers ranked first, second, and third respectively. Concerns for room, pay, boss, spouse, administrative details and your children are ranked fourth through eighth, respectively. While the concern for room, boss, spouse, and children have been ranked lower by the teachers, these concerns are more often associated than the top three concerns. In fact, concern for the boss while teaching is a very dominant concern and more often associated than concern over students. This finding suggests the predominant concern of teachers is, in effect, the boss. This can be explained somewhat by the relationship of supervisor's opinion to the teachers' opinions described in the interpretations of Hypothesis Two. However, a careful assessment of teachers' priorities while teaching may identify new concerns.

Supervisor behavior is directly related to employee attitudes toward a company or program, and in turn, better satisfied employees may be more favorably inclined toward their supervisors. Supervisors need to be aware of the teaching strengths of teachers, toward greater satisfaction of teachers in their roles, which may result in increased tenure. It could be said that longer tenure is directly influenced by the behavior of supervisors. Since it has been found that perceptions of teachers for part-time teaching is not the determinant for or against longer tenure, the role of teachers is more paramount. It is suggested that the role of the supervisor is to enhance the teaching role function which may result in greater employee satisfaction.

Teachers who are brought into ABE teaching by non-personal means of recruitment may demonstrate less interest in salary change, promotion or longer tenure than those brought into the program through personal means of recruitment. It has been reported by the teachers that the personal approach via the supervisor and other teachers has been the primary means of recruitment. The personal approach to recruitment has the result of interest in longer tenure but also appears to carry with it the interest in increased salaries and promotion. Teachers who are recruited personally by the supervisor or other teachers may remain in their ABE teaching positions for a longer period of time.

Hypothesis Four

> There are no significantly associated variables related to employee attitude toward teaching and training received for work, training needs and teachers responsibilities.

The variables considered for analysis for this Hypothesis relate to the view the teachers have of themselves as teachers, working with students and other teachers in the program, concerns for teaching, procedures of teaching, training needs, and training received.

In the analysis of the variables related to Hypothesis Four, it was found that there are many variables which are associated with teaching responsibilities and attitude, as well as training received for work, but only a few variables associated with training needs. This is consistent with the findings reported in Part I of this Chapter. The marginal data reported in response to the Objectives of this study indicate most favorable attitudes toward teaching and its responsibilities and toward training received, but less than positive attitudes toward training needs and the means to receive training in the future.

In order to understand the source from which the variables identified below have been taken, an explanation is necessary. Throughout the following discussion, parts of three lists will be divided and analyzed as separate units. These three lists are identified in Part I of this report as Ranking of (nine) Concerns Related To Teaching In ABE Programs (Figure 18), Ranking of (eight) Major Responsibilities Of ABE Teachers (Figure 19), and List Of Twelve Statements Used To Assess Attitudes Of Teachers Toward Teaching Role (Figure 20). Rather than list them all here, the reader is referred to these figures for clarification. However, a clue to the wording may assist the reader. Whenever a variable in the area of "concern for ___" is noted, it refers to information in Figure 18. Whenever a topic relating to teaching is stated straight fowardly, e.g. "teaching small classes," "teaching large classes," or "administartive details as a priority," it is part of the ranking of teaching responsibilities in Figure 19. Statements referring to attitudinal measure beings with the pronoun "I.....," "My family," of "If," as in Figure 20.

Those variables found to be associated at the .05 level of significance for Hypothesis Four are reported below.

Bases for Present Position

The teachers were asked to identify in two different places in the survey how they perceived their present position. In both cases "part-time" was identified as the category in which they saw themselves and this variable was analyzed for its association with other variables.

There were six variables found to be significantly associated with the bases of present position e.i., part-time. The Chi-Square values are displayed in Table 31. They include the teaching concern for administrative detail, concern over organizing for class, outside preparation time, administrative detail as a priority concern, I have ideas for the job, and training for any other occupation.

It is interesting to note, considering future predictive considerations, that the administration detail, outside preparation time, and training for any other occupation are relevant to maintaining a part-time status.

Training For Any Other Occupation

This variable has appeared in connection with many hypotheses, and it has been identified prior to this discussion. It has been discussed several times that 101 teachers have been prepared to teach and most all teachers have had teaching experience. With this in mind, it is not surprising that there is an association with prior teaching experience. It is interesting that specific types of teaching experience (such as junior high school) are limited in associations with other variables. The teachers' perceptions appear to be based upon a broad background of teaching experience rather than only one type of experience. Table 32 reports these values.

Working With Students and Teachers

In the discussion in Part I of this Chapter, it was reported that the teachers liked working with all the teachers and students in the program. An analysis of the variables associated with students has uncovered

Table 31

Significant Chi-Square Values Associating Bases For Present Position With Other Variables For Teaching Responsibilities And Training Received And Needs

	Bases For Present Position i.e. Career Teachers, Full-time, etc.
Concern for administrative detail	$X^2 =$ 65.304 df = 42 P = .01 N = 131
Organizing content for class	$X^2 =$ 57.820 df = 42 P = .05 N = 135
Outside preparation time given to job	$X^2 =$ 110.518 df = 84 P = .02 N = 137
Administrative detail as a priority	$X^2 =$ 61.789 df = 42 P = .02 N = 142
I have ideas for the job	$X^2 =$ 24.307 df = 12 P = .01 N = 149
Training for any other occupation	$X^2 =$ 18.302 df = 4 P = .001 N = 150

Table 32

Significant Chi-Square Values Associating Training For Any Other Occupation With Other Variables For Teaching Responsibilities and Training Received and Needs

	Training For Any Other Occupation
Experience teaching in junior high school	X^2 = 47,574 df = 16 P = .0001 N = 146
Prior teaching experience	X^2 = 5.40 df = 1 P = .02 N = 148

eight significantly associated variables. Noteworthy is the variable called "pay for your work" found to have the high significance of .005 among these eight. This variable has not been associated with many variables, even in the hypotheses dealing with that issue. The other variables include concern for content while teaching, source of information--in meetings, students appreciate my work, amount of outside preparation time, I build a file of resources, teaching large classes, and evaluating students.

Table 33 displays the significant Chi-Square values for variables related to working with students. Table 34 displays the significant Chi-Square values for variables related to working with other teachers.

Three variables were found to have association with other variables. These are ABE teachers are enthused about work, shared workload by teachers, and source of information from other teachers. Here again, these variables are highly related in intent as well as being statistically associated.

Table 33

Significant Chi-Square Values Associating Working With Students Variables For Teaching Responsibilities And Training Received And Needs

	Working With Students in the ABE Program
Pay for your work	X^2 = 34.142 df = 16 P = .005 N = 144
Concern for content	X^2 = 39.113 df = 16 P = .001 N = 145
Source of information for work--in meetings	X^2 = 9.432 df = 4 P = .05 N = 82
I believe students appreciate my work	X^2 = 11.075 df = 4 P = .02 N = 146
Amount of outside preparation for class	X^2 = 43.704 df = 28 P = .02 N = 136
I build a file of resources for my job	X^2 = 9.420 df = 4 P = .05 N = 149
Teaching large classes	X^2 = 23.754 df = 14 P = .04 N = 116
Evaluating the students	X^2 = 21.743 df = 12 P = .04 N = 140

Table 34

Significant Chi-Square Values Associating Working With Teachers With Other Variables For Teaching Responsibilities And Training Received And Needs

	Working With Other ABE Teachers
I believe ABE teachers are enthused for work	$X^2 = 11.004$ df = 4 P = .02 N = 135
Shared worklaod by teachers	$X^2 = 11.50$ df = 2 P = .003 N = 130
Source of information--other teachers	$X^2 = 6.40$ df = 2 P = .04 N = 137

Shared Workload By Teachers

There have been several computations in which shared workload as a dependent variable was found to be related to other variables. As the independent variable, however, shared workload is only associated with preparing for teaching. See Table 35.

Concerns of Teachers While Teaching

In an earlier discussion, it was found that teachers concern themselves with students first, content second, and themselves third. An analysis of the rankings in this question revealed many significant associations with concerns of teachers as displayed in Table 36.

Table 36 identifies six aspects which, when ranked, were content, room, students, yourself, boss, and spouse. Then, all the variables which are associated with these six areas are displayed; and 17 associations were found to be significant. Here again, pay for work is associated with students and spouse. Family support is associated with content

Table 35

Significant Chi-Square Values Associating Shared Workload With Other Variables For Teaching Responsibilities And Training Received And Needs

	Do Teachers Share Workload
Preparing for teaching	$X^2 =$ 18.535 df = 7 P = .009 N = 120

and students while opinions of State Director is associated with "yourself." See Table 36 for complete listing.

Attitudes For Teaching

There are 12 attitudinal questions identified as part of analyses in Hypothesis Five and they are associated with many variables. Specifically, seven of the 12 questions have 29 associations with teaching responsibilities, training received and training needs. It is quite interesting to note that none of these associations include concern for pay, students, or location of work. See Table 37 for a complete display of the variables found to be significantly associated with statements representing attitudes toward teaching.

Amount of Outside Preparation Time

It has been noted earlier that the teachers spend an average of four hours outside of class preparing for teaching. This time ranges among teachers from 0-36 hours. There are five variables found to be associated with amount of outside preparation. Interestingly, the intent of most of the variables is most highly related. They are source of information--other persons or things, organizing content for class, teaching one student at a time, I would take another job, and teaching large classes. These variables are reported in Table 38.

Table 36

Significant Chi-Square Values Associating Concerns of Teachers With Other Variables For Teaching Responsibilities And Training Received And Needs

	Content	Room	Students
Concern for boss while teaching	$X^2 = 107.633$ df = 64 P = .0003 N = 143		$X^2 = 46.284$ df = 32 P = .04 N = 143
My family supports my teaching	$X^2 = 31.772$ df = 16 P = .01 N = 141		$X^2 = 19.477$ df = 8 P = .01 N = 144
Teaching one student at a time		$X^2 = 77.017$ df = 56 P = .03 N = 137	
Concern for administrative details		$X^2 = 80.568$ df = 56 P = .01 N = 127	
Administrative details as a priority		$X^2 = 84.511$ df = 56 P = .008 N = 141	
Concern for children		$X^2 = 114.116$ df = 64 P = .0001 N = 120	
I enjoy teaching		$X^2 = 25.336$ df = 8 P = .001 N = 143	
I will be an ABE teachers in three years			$X^2 = 9.405$ df = 4 P = .05 N = 138
Concern for yourself			$X^2 = 55.231$ df = 32 P = .006 N = 146

Table 36 (cont.)

	Content	Room	Students
Concern for room			X^2 = 52.858 df = 32 P = .01 N = 144
Pay for work			X^2 = 48.540 df = 32 P = .03 N = 146

	Yourself	Boss	Spouse
Concern for boss while teaching			X^2 = 90.495 df = 64 P = .01 N = 124
Administrative details as a priority	X^2 = 80.133 df = 56 P = .01 N = 142		
Concern for Children	X^2 = 104.557 df = 64 P = .0007 N = 121		
Pay for work			X^2 = 82.685 df = 64 P = .05 N = 124
Evaluating students		X^2 = 77.164 df = 48 P = .004 N = 137	
The State Director	X^2 = 17.368 df = 8 P = .02 N = 146		
I believe ABE teachers are enthused for work	X^2 = 29.682 df = 16 P = .01 N = 143		
Concern for your spouse	X^2 = 98.595 df = 64 P = .002 N = 124		

Table 37

Significant Chi-Square Values Associating Attitudes For Teaching With Other Variables For Teaching Responsibilities And Training Received And Needs

	I Build A File Of Resources For My Job
Preparing to teach	X^2 = 27.035 df = 14 P = .01 N = 134
Organizing the content for class	X^2 = 25.368 df = 14 P = .03 N = 138
Outside preparation for class	X^2 = 43.441 df = 28 P = .03 N = 138
I enjoy teaching	X^2 = 13.502 df = 2 P = .001 N = 150

	I am Afraid To Teach	Students Appreciate My Work
I have ideas for the job		X^2 = 17.83 df = 4 P = .001 N = 147
Supervisor--source of recruitment	X^2 = 6.929 df = 2 P = .03 N = 147	
Administrative details as a priority	X^2 = 35.138 df = 14 P = .001 N = 130	
Teaching larger classes		X^2 = 26.046 df = 14 P = .02 N = 116

Table 37 (cont.)

I Am Afraid To Teach	Students Appreciate My Work
Prepare for teaching	X^2 = 31.344 df = 14 P = .0005 N = 131
How teachers view themselves as teachers i.e. career teacher, full-time etc.	X^2 = 20.460 df = 12 P = .05 N = 147
Supervisor as source of helpful information	X^2 = 19.496 df = 6 P = .003 N = 123
Recruitment via State Director	X^2 = 7.18 df = 2 P = .02 N = 147
	I Would Take Another Job
I will continue to teach for a long time	X^2 = 15.613 df = 4 P = .003 N = 143
Administrative detail as a priority	X^2 = 26.097 df = 14 P = .02 N = 130
I will be an ABE teacher in three years	X^2 = 13.597 df = 2 P = .001 N = 135
Evaluating students	X^2 = 26.558 df = 12 P = .008 N = 137
I am afraid to teach	X^2 = 11.059 df = 4 P = .025 N = 145

Table 37 (cont.)

	I Enjoy Teaching
My family supports my teaching	$X^2 =$ 8.55 df = 2 P = .01 N = 144
Recruited by State Director	$X^2 =$ 3.86 df = 1 P = .04 N = 147
I would take another job	$X^2 =$ 6.74 df = 2 P = .03 N = 145
	I Have Ideas For The Job
I'll teach ABE for a long time	$X^2 =$ 14.283 df = 4 P = .006 N = 147
I enjoy teaching	$X^2 =$ 11.852 df = 2 P = .002 N = 149
I would take another job	$X^2 =$ 9.059 df = 4 P = .05 N = 145
I build a file of resources for my job	$X^2 =$ 9.456 df = 4 P = .05 N = 150
I will be an ABE teacher in three years	$X^2 =$ 6.45 df = 2 P = .03 N = 138
	ABE Teachers Are Enthused For Work
Preparing for teaching	$X^2 =$ 31.306 df = 14 P = .005 N = 131

Table 37 (cont.)

	ABE Teachers Are Enthused For Work
Outside preparation time for class	X^2 = 45.037 df = 28 P = .02 N = 135
Children as a priority	X^2 = 35.203 df = 16 P = .003 N = 120
I enjoy teaching	X^2 = 7.94 df = 2 P = .01 N = 147

Table 38

Significant Chi-Square Values Associating Amount Of Time Spent Preparing For Classes With Other Variables For TEaching Responsibilities And And Traiing Received and Needs

	Amount of Outside Preparation Time
Source of information for work--"other persons or things"	X^2 = 24.043 df = 14 P = .04 N = 137
Organizing content for class	X^2 = 74.101 df = 98 P = .03 N = 130
Teaching one student at a time	X^2 = 151.643 df = 98 P = .0003 N = 130
I would take another job	X^2 = 43.902 df = 28 P = .02 N = 133
Teaching larger classes	X^2 = 120.769 df = 98 P = .05 N = 112

Teaching Responsibilities

The teachers were asked to prioritize the concerns they have while teaching. In Table 39 those ranked responsibilities which have associations with other teaching aspects are reported. Eleven variables were found to be associated with one or more of the teaching responsibilities. Pay for work is associated only with concern for administrative details. Recruitment for work via several means is associated with four variables. "I'll be teaching in ABE for a long time" is only associated with concern for administrative details.

Training Received Needs and Attitudes

Tables 40 and 41 report the few variables associated with training received, attitude toward training, and types of training. Table 42 reports the association between types of education of teachers and training received; and of all the variables, these appear to be the most independent. In some ways it is reflective of an earlier discussion in which teachers indicated they like the training received but were cautious in their exploration of further training needs. The lack of more than a few significantly associated variables further suggests this caution on the part of teachers. However, in view of the high level of education of the teachers in general, the data reported in Table 42 are not surprising.

Recruitment

There have been several associations noted with the various forms or ways in which the teachers were recruited into the program. Teachers reported that their supervisors were their main source of recruitment. In Table 43, three additional variables are reported to be associated with two forms of recruitment.

Table 39

Significant Chi-Square Values Associating Teaching Responsibilities As Ranked By Teachers With Other Variables For Teaching Responsibilities And Training Received And Needs

	Teaching Small Classes	Administrative Details	Teaching Large Classes
Teaching larger class	X^2 = 96.949 df = 49 P = .0001 N = 117	X^2 = 82.243 df = 49 P = .002 N = 114	
Preparing for teaching	X^2 = 72.976 df = 49 P = .01 N = 126		
I'll teach in ABE for a long time		X^2 = 23.384 df = 14 P = .05 N = 130	
Pay for work		X^2 = 78.431 df = 56 P = .02 N = 142	
Evaluating the students	X^2 = 62.539 df = 42 P = .02 N = 131		X^2 = 68.254 df = 42 P = .006 N = 117
Concern for administrative detail	X^2 = 71.186 df = 49 P = .02 N = 123		X^2 = 73.183 df = 49 P = .01 N = 113
Information source--other persons or things	X^2 = 19.306 df = 7 P = .007 N = 133		X^2 = 14.526 df = 7 P = .04 N = 117
Teaching one student at a time			X^2 = 66.310 df = 49 P = .05 N = 118
Recruitment for job--supervisor		X^2 = 14.729 df = 7 P = .03 N = 131	

Table 39 (cont.)

	Preparing For Teaching	Organizing Content For Class	Evaluating The Students
Evaluating the students		X^2 = 70.786 df = 42 P = .003 N = 136	
Concern for administrative details		X^2 = 38.797 df = 49 P = .0004 N = 128	
Recruitment for job--volunteer	X^2 = 19.019 df = 7 P = .008 N = 133		
Recruitment for job--answered an ad		X^2 = 16.743 df = 7 P = .01 N = 137	X^2 = 15.764 df = 6 P = .01 N = 141
Recruitment for job--supervisor			X^2 = 12.369 df = 6 P = .05 N = 141

Table 40

Significant Chi-Square Values Associating Training Needs and Attitudes With Attitudes Toward Training Received

	I Need More Training	I Like Training For Jobs
Employees receive proper training	X^2 = 10.31 df = 2 P = .005 N = 122	X^2 = 8.34 df = 2 P = .015 N = 119

Conclusion

It was the intent of this analysis to explore whether or not there were significantly associated variables among or between those variables identified in the area of teaching responsibilities, training received, training needs, and with other variables related toward teaching. It was

Table 41

Significant Chi-Square Values Associating Training For Job With Kinds of Training Received

	Training For Job	
Other Types of Training	On The Job	Workshop
Workshop	X^2= 4.79 df = 1 P = .02 N = 149	
Other institutions	X^2= 7.43 df = 1 P = .006 N = 149	X^2= 4.28 df = 1 P = .03 N = 149
Superivsor	X^2= 7.82 df = 1 P = .005 N = 149	
Courses		X^2= 5.18 df = 1 P = .02 N = 149

Table 42

Significant Chi-Square Values Associating The Type of Education Of Teachers With Training Received

Training Received	College or University 3-4 Years
Self taught for job	X^2= 16.08 df = 1 P = .0001 N = 150
Other institutions for education	X^2= 8.82 df = 1 P = .003 N = 149

Table 43

Significant Chi-Square Values Associating Recruitment With Teaching Responsibilities And Training Received And Needs

	Recruited By A Friend	Volunteered To Teach
Information source--supervisor	X^2 = 9.247 df = 1 P = .002 N = 150	
Information source--other persons or things	X^2 = 4.378 df = 1 P = .03 N = 150	
Perceived opinions of Supervisor the same as teachers		X^2 = 4.55 df = 1 P = .03 N = 144

found that there are many significantly associated variables among those analyzed in regard to Hypothesis Four. Therefore, Hypothesis Four can be rejected. The conclusion to be drawn is that selected variables related to teaching and training are associated with attitude toward teaching and are not independent. Those variables which were more often associated with other variables were organizing content for class, outside preparation, and teaching responsibilities (as a group). It is worth noting again that few variables are associated with training needs and training received. Several variables were shown not to be associated and can, therefore, be considered to be independent.

Interpretations

In Hypothesis Four, the analysis explored the associations to be found among or between those variables identified with teaching responsibilities, training received, and training needs toward understanding the attitudes of teachers toward their work and training. Specifically, the view teachers have of themselves as teachers, the attitudes teachers have working with students and other teachers in the program, concerns teachers have while teaching, training needs, and training received were analyzed for their significant associations with each other. If it could be determined that associations among or between these variables existed, a framework for developing training programs and for proposing plans to encourage longer tenure could be developed. Variables in category two, three, and four of this study were used this analysis.

Toward an understanding and interpretation of the findings resulting from this analysis, three types of interpretations will be provided. First, the independent and associated variables will be described. Secondly, hypotheses are suggested for further study, and thirdly, practices for administrators and supervisors of ABE programs are suggested.

These variables which were more often associated with other variables were the following: teaching responsibilities (of which one variable is most relevant -- organizing content), shared workload by teachers, outside preparation time, bases of present work, i.e. part-time, working with students and six statements to measure attitudes specifically, I am afraid to teach, students appreciate my work, I enjoy teaching, I would take another job, I have ideas for the job, I believe ABE teachers are enthused about their job. There are also associated variables among and between these variables. Training for any other occupation, training received, attitudes toward training needs and recruitment sources are associated with only a few other variables.

The lack of association between these variables and training received for ABE teaching training needs could be interpreted to mean they are independent. However, training for any other occupation was associated with several variables.

New hypotheses which may be generated as a result of the findings for Hypothesis Four follow. It is not the intent here to generate all potential hypotheses but rather to suggest those most relevant toward interpreting the results of data analyses.

H_1 = There is a significant relationship between the part-time bases of teachers' roles in ABE and the amount of interest teachers have in dealing with matters outside actual teaching functions.

H_2 = There is a significant relationship between the part-time bases of teachers' roles in ABE and experience and training in other occupations.

There is support for these hypotheses in that those variables associated with the bases of present position or part-time as shown in Table 31, are related to out of the class room responsibilities. These include preparation for class, organizing content, and administrative details. In addition, training and experience in other positions appears to have influenced this part-time bases of work. It has been reported in Table 32 that experience teaching and prior teaching experience are related to prior training. It is hypothesized here that these also relate to the interest in part-time work.

H_3= There is a significant relationship between attitude toward working with students in ABE programs and pay for teaching in ABE programs.

H_4 = There is a significant relationship between attitudes toward working with students in ABE programs and the teachers' perceptions that the students appreciate the work in their behalf.

H_5 = There is a significant relationship between attitudes toward working with students in ABE programs and selected teaching responsibilities which include organizing content, preparing for class, building a file of resources, teaching large classes, evaluating students, and attending meetings.

There is evidence to support these hypotheses in that significant associations are reported in Table 33 between these variables. The teachers have expressed a favorable attitude toward working with students and this attitudinal variable is associated with current pay at the .005 level. (See Table 37 for additional evidence.) It is natural that if students appreciate a teacher's work, there will be a more positive attitude toward working with the students. The selected teaching responsibilities in the new hypothesis five relate more to duties which, it has been shown, are not those of greatest interest to teachers. Rather, these responsibilities have been shown to be less preferred by the teachers. It could be said that the teachers are willing to carry out these least preferred functions because they like the students.

H_6 = There is a significant relationship between attitudes toward working with teachers in ABE programs and the other teachers' interest, enthusiasm, and helpfulness in carrying out the teaching role.

This hypothesis is supported due to the associations among the variables of teachers are enthused about their work, share the workload, and are a source of information. Table 34 displays the significant Chi-Square values. There is also a relationship between sharing workload and preparation for teaching as shown in Table 35.

H_7 = There is a significant relationship between the support received from teachers' families regarding teaching in ABE and the concern for students and content while teaching.

There is an association between the top two ranked concerns while teaching and the extent to which theirfamily supports teaching in ABE programs.

H_8 = There is greater concern shown students by teachers when support is provided by spouse, boss, and family, room is satisfactory and pay is "fair".

H_9 =There is a significant relationship between concern for teachers while teaching and interest in longer tenure.

H_{10} =There is a significant relationship between concern for boss and developing content and evaluating students.

H_{11} = There is a significant relationship between concern over the room while teaching and teaching one student at a time, and teachers' enjoyment in teaching.

H_{12}= There is a significant relationship between teachers concerns for themselves while teaching and the enthusiasm demonstrated by other teachers for teaching.

These hypotheses are supported by significant associations as shown in Table 36. The teachers' concerns for students, ranked first as a priority concern, appears to be related to significant others in the teachers' lives as well as the place of work and pay for work. This concern, however, is the reason for teachers' interest in longer tenure. The boss/supervisor is perceived by the teachers to relate to content and evaluation. The room and the teaching environment has an impact on the teachers' enjoyment in in teaching and their interest in teaching one student at a time. Teaching one student at a time is ranked as first priority in teaching interest by teachers. Teachers view themselves as enthusiastic members of a group of enthusiastic teachers. Table 37 also reports associations with these variables. Enthusiasm for work is again found to relate to preparing for teaching, and the outside preparation time.

H_{13} = There is a significant relationship between the teachers' attitudes toward teaching and preparing to teach.

There are four variables shown in Table 37 to be significantly associated with building files of resources for teaching. These include preparing to teach, organizing content, outside preparation, and I enjoy teaching. There is an apparent relationship between the preparation for teaching and the enjoyment of teaching.

H_{14} = There is a significant association between the amount of time teachers spend preparing for class and teaching one student or a large class.

The association between outside preparation time and teaching one student has a .0003 level of significance. Teaching large classes has a .05 level of significance. Table 38 and 39 provide other evidence of this hypothesis.

H_{15} = There is a significant association between the amount of time teachers spend preparing for class and their interest in taking another job.

It appears that though these are associated, the direction of the association would be negative. Teachers enjoy the preparation needed for teaching jobs.

H_{16} = There is a significant relationship between teachers' interest in taking another job and the amount of administrative detail to be carried out while teaching.

The evidence for this hypothesis shown in Table 37 identifies five variable related to interest in taking another job. In all but one of the variables, there are negative relationships identified. The one possible relationship is with concern for administrative detail while teaching. In effect, by their negative relationships, there is validity for the associations with interest in taking another job and these are continue to teach for a long time, I will be an ABE teacher in three years, work in evaluating students, and I am afraid to teach. All these have positive responses but interest in another job has negative responses. Table 39 also identifies significant associations related to concerns in teaching.

H_{17} = There is a significant relationship between teachers' enjoyment of teaching and support of family.

The evidence shown in Table 37 for this hypothesis also indicates a negative relationship with I would take another job.

H_{18} = There is a significant relationship between the educational level attained by teachers and the type of training for their ABE position.

In Tables 40,41, 42 evidence of a relationship between educational background and type of training is identified. Most teachers have university degrees. They have indicated the training was self taught but they received further training in other institutions of education. It appears that on the job training has consisted of workshops and help from supervisors. The teachers report they needed more training for their jobs but they liked what they did for themselves.

Implications

The implications for administrators and supervisors appear below in the form of several specific suggestions toward developing a framework for training programs and longer tenure of teachers.

The teachers' view of the part-time nature of their roles appears to relate to their prior teaching experience as well as training for other occupations. In several places, it has been suggested that outside of classroom duties hold enjoyment for the teachers and are related to the notion of part-time employment. Since there is an attraction by the teachers to the preparation for teaching more than with the teaching itself, it could be said that the part-time nature of teaching provides more interest due to the greater opportunity to engage in the preparation process. In addition, prior teaching experience and training could have resulted in frustration due to a lack of time to prepare for teaching. This question could be raised: If teachers were full-time would they receive the same enjoyment form teaching? These teachers appear to have made their perceived part-time positions into full-time jobs.

The teachers' lack of concern over pay for teaching was noted earlier. This lack of concern could be influenced by their attitudes toward working with students and other teachers. The students, they believe appreciate their efforts. This relationship seems natural, however, it appears that the teachers have a greater willingness to engage in teaching responsibilities of the non-personal nature also because of their interest in students they teach, rather than teaching itself. The responsibilities which they are more willing to engage in due to interest in students are the teachers' least preferred responsibilities as shown earlier in Part I of this report. It appears that a strengthening of student-teacher relationships would enhance teacher satisfaction and productivity.

Teachers believe other teachers share their workload, are enthusiastic, and are a source of information. Support for teacher sharing sessions would enhance this relationship. Longer tenure has also been associated with support of this relationship. Concern for themselves as teachers while teaching is related to the enthusiasm of other teachers.

Teachers who have the support of their families may respond more positively to working with students, the content, and enjoy teaching more. Specifically, spouse, boss, and other teachers are primary support groups.

Throughout the interpretations, the primary source of information has been the supervisor. Here again concern for boss relates to developing content and evaluating students. Supervisors assist teachers to carry out these responsibilities.

Teachers have indicated that the room in which they teach has an effect on the way they teach and their enjoyment in teaching. More time is spent on preparing to teach one student than a large class. Teachers enjoy preparing for class, and this preparation is directly related to their enjoyment of teaching.

Throughout these interpretations it has been noted that administrative concerns are of the least interest to the teachers. They would consider taking another job if these duties become burdensome. However, it has also been shown that the teachers will continue to teach for a long time and will be teaching in ABE in three years.

Since most teachers have a university degree, the type of training for the ABE teaching position and continuing education programs need to be carefully planned. Though the teachers reported they liked the training they received and they need more training for their jobs, they did what they received themselves, on the job. They are congratulating themselves for what they received but do indicate they need more. There has been sufficient evidence throughout this study to suggest here that indiviualized entry and continuing job training programs be developed based on individual assessed needs of the teachers.

Hypothesis Five

> There are no significant relationships among measures of attitudes related to role and function of teachers, training received for work and promotion and tenure.

The variables selected to be examined in relation to this Hypothesis were in a 12-item survey of attitudes toward role, function, work, and promotion. Each item was ranked using a scale of a 3 point interval with 3 for "strong feelings," 1 for "weak feelings." The teachers were asked to rate the statements in regard to this scale of values. The results appear in Figure 20.

Since the scales were similar and items have significant relevance to employee attitudes as shown earlier, these variables were compared using a t-Test of significance. It was determined that analyses should be based on a two-tail test at the .05 level of significance. Table 44 reports the results of this analysis.

Conclusion

As reported in Table 44, all but three of the 12 attitudinal measures are significantly related with one or more of the other measures at the .05 level of significance. The three measures which were not related are the following: "I believe I'll continue to teach in the ABE programs for a long time," "My family supports the fact that I am teaching," and "I don't believe all students appreciate my work."

Based upon the fact that 75 percent of the variables are significantly related at the .05 level, Hypothesis Five can be rejected. The conclusion which can be drawn is that there are significant relationships between and among nine items on the attitudinal measure.

Figure 20

Attitudes of Teachers Toward Role and Function, Training Received and Promotion and Tenure

Ratings of the statements listed below in regard to ABE programs:

	3 Strong Feelings	2 Neutral Feelings	1 Weak Feelings	mean	m.v.
1. I enjoy teaching	146	4	0	2.973	1
2. I like the training received to do my job from the Dept. of Ed.	29	57	57	1.804	8
3. If there was another job open I would take it instead of teaching	11	33	102	1.377	5
4. I believe ABE teachers have much enthusiasm for their work	115	29	4	2.750	3
5. I have many ideas about good teaching	127	22	1	2.840	1
6. I need some new ideas about how to do a better job	86	52	11	2.503	2
7. I believe I'll continue to teach in ABE programs for a long time	81	48	19	2.419	3
8. I really am afraid to teach	2	8	138	1.081	3
9. My family supports the fact I am teaching	114	24	7	2.738	6
10. I don't believe all students appreciate my work	9	59	80	1.520	3
11. I try to build up a good file of resources to help me in my job	107	35	9	2.649	0
12. I believe I need more in-depth training to my job getter	49	68	29	2.137	5

Table 44

An Analysis Of Significant Relationships Of Twelve Items Related To Employee Attitude Using T-Test Statistic

Items	N	Difference of Mean	SD	SE	T-Score	df	P
A. 1. I enjoy teaching 2. I like the training for the job	142	-1.	.769	.064	-18.02	141	.001
B. 2. I like the training for the job 3. I would take another job	139	.4173	1.014	.086	4.85	138	.001
C. 2. I like the training for the job 8. I am afraid to teach	140	.7071	.791	.067	10.58	139	.001
D. 6. I need ideas for the job 1. I enjoy teaching	148	-.4730	.664	.055	-8.66	147	.001
E. 12. I need more training 1. I enjoy teaching	145	-.8345	.727	.060	-13.83	144	.001
F. 12. I need more training 3. I would take another job	142	.7465	.985	.083	9.03	141	.001
G. 12. I need more training 8. I am afraid to teach	145	1.0522	.762	.063	16.68	144	.001

Table 44 (cont.)

Items	N	Difference Of Mean	SD	SE	T-Score	df	P
H. 8. I am afraid to teach 11. I build a file of resources for my job	148	-1.5608	.641	.053	-29.61	147	.001
I. 6. I need ideas for the job 3. I would take another job	145	1.1448	.905	.075	15.23	144	.001
J. 6. I need ideas for the job 8. I am afraid to teach	148	1.4257	.681	.056	25.47	147	,001
K. 8. I am afraid to teach 4. ABE teachers are enthused about work	145	-1.6621	.603	.050	-33.16	144	.001
L. 8. I am afraid to teach 5. I have ideas for the job	147	-1.7551	.491	.040	-43.35	146	.001
M. 3. I would take another job 5. I have ideas for the job	145	-1.4552	.745	.062	-23.52	144	.001
N. 3. I would take another job 11. I build a file of resources for my job	146	-1.2740	.851	.070	-18.09	145	.001
O. 1. I enjoy teaching 11. I build a file of resources for my job	150	.3267	.585	.048	6.84	149	.001

Table 44 (cont.)

Items	N	Difference of Mean	SD	SE	T-Score	df	P
P. 3. I would take another job 4. ABE teachers are enthused for work	143	-1.3636	.835	.070	-19.52	142	.001
Q. 1. I enjoy teaching 4. ABE teachers are enthused for work	147	.2245	.494	.041	5.51	146	.001
R. 1. I enjoy teaching 5. I have ideas for the job	149	.1342	.380	.031	4.32	148	.001
S. 11. I build a file of resources for my job 12. I need more training	146	.5000	.927	.077	6.52	145	.001
T. 11. I build a file of resources for my job 2. I like the training for the job	143	.8531	.896	.075	11.39	142	.001
U. 11. I build a file of resources for my job 6. I need ideas for the job	149	.1409	.830	.068	2.07	148	.05
V. 5. I have ideas for the job 6. I need ideas for the job	148	.3378	.734	.060	5.60	147	.001

Table 44 (cont.)

Items	N	Difference of Mean	SD	SE	T-Score	df	P
W. 5. I have ideas for the job 12. I need more training	145	.6966	.828	.069	10.13	144	.001
X. 4. ABE teachers are enthused for work 12. I need more training	143	.6014	.849	.071	8.47	142	.001
Y. 5. I have ideas for the job 2. I like the training for the job	142	1.0423	.824	.069	15.07	141	.001
Z. 4. ABE teachers are enthused for work 2. I like training for the job	142	.9437	.889	.075	12.64	141	.001
AA. 4. ABE teachers are enthused for work 6. I need ideas for the job	146	.2397	.799	.066	3.62	145	.001

T-Scores ≥ 1.960 with ∞ df are significant at .05 level of significance on a two-tail test.

T-Scores ≥ 2.326 with ∞ df are significant at .02 level of significance on a two-tail test.

T-Scores ≥ 2.576 with ∞ df are significant at .01 level of significance on a two-tail test.

T-Scores ≥ 3.291 with ∞ df are significant at .001 level of significance on a two-tail test.

Interpretations

The purpose of the analysis for Hypothesis Five was to ascertain if any significant relationships exist between statements to measure attitudes toward teaching. The attitudinal measures are reported in Figure 20 and indicate the teachers attitudes are very positive. Those attitudinal statements which were found to be related are reported in Table 44.

An interpretation would facilitate the understanding of these results toward building and maintaining positive attitudes of teachers of ABE programs as well as training programs for teachers of and in ABE programs. The interpretation will be in three parts. The first part will examine the statements and the scores provided by the teachers. The second part will suggest hypotheses for further study. The third part will provide suggestions to administrators based upon these results.

There were 12 statements in the attitude survey, and all but 3 were stated positively. There were seven statements which were scored by over 100 teachers in one category giving a primary indication of their attitudes. These seven were as follows:

	strong feelings	neutral feelings	weak feelings
1. I enjoy teaching	146	4	0
3. If there was another job open I would take it instead of teaching	11	33	102
4. I believe ABE teachers have much enthusiasm for their work	115	29	4
5. I have many ideas about good teaching	127	22	1
8. I really am afraid to teach	2	8	138
9. My family supports the fact I am teaching	114	24	7
11. I try to build up a good file of resources to help me in my job	107	35	9

There were three statements in which one category was scored by 80-86 teachers giving a secondary indication of their attitudes. These three are as follows:

	strong feelings	neutral feelings	weak feelings
6. I need some new ideas about how to do a better job	86	52	11
7. I believe I'll continue to teach in ABE programs for a long time	81	48	19
10. I don't believe all students appreciate my work	9	59	80

There were two statements in which great diversity of opinion was demonstrated. These are [illegible] follows:

	strong feelings	neutral feelings	weak feelings
2. I like training received to do my job from the Department of Education	29	57	57
12. I believe I need more in-depth training to do my job better	49	68	29

In the first category of seven primary indicators, the results indicate that the teachers enjoy teaching, would not take another job, see ABE teachers as enthusiastic persons, believe they have good ideas about teaching, are not afraid to teach, and build their own files of resources to teach.

The secondary indicators suggest that teachers need some new ideas about teaching, they will continue to teach a long time, and they do believe students appreciate their work in the students' behalf.

The two statements in which there is a great variance of scores indicate there is diversity of opinions among the teachers about the training received to do the job from the ABE State office. The teachers appear to lack the unity of opinion also on their need for more in-depth training to do a better job.

It has been reported in Hypotheses One through Four that these attitudinal statements are associated with other variables. It was the intent of this Hypothesis to analyze the relationships between and among the statements themselves. As reported earlier, all but three of the 12 statements are significantly related with one or more of the other statements.

New hypotheses have been developed which have been generated from these analyses. It is the intent, however, to suggest some but not all possible relationships. The purpose of the exercise is to expedite the interpretation of the data and provide some framework for suggesting practices and procedures to administrators and supervisors in the ABE program.

H_1= There is a significantly positive relationship between the teachers' enjoyment of teaching with the fact they develop resources, have enthusiastic teacher colleagues, and have good ideas about teaching.

H_2= There is a significant relationship between teachers' enjoyment in teaching with their attitudes toward training received by State office, their need for iedas, and need for in-depth training.

H_3= There is a significant relationship between the teachers' attitudes toward the State office training and teachers' willingness to take another job, being afraid to teach, have ideas for their jobs, having enthusiastic teacher colleagues, and developing their own resources.

H_4= There is a significantly negative relationship between the interest teachers have in taking another job and their interest in developing resources, their perception that they have ideas for good teaching, and the perceived enthusiasm of their teacher colleagues.

H_5= There is a significantly positive relationship between the interest teachers have in taking another job and their need for in-depth training and need for ideas about teaching.

H_6= There is a significantly positive relationship between the enthusiasm teachers perceive their colleagues to have and need for in-depth training and need for ideas.

H_7= There is a significantly negative relationship between the enthusiasm teachers perceive their colleagues to have and the teachers fear of teaching.

H_8 = There is a significantly positive relationship between the fact teachers believe they have ideas for teaching and need for ideas and need for in-depth training.

H_9 = There is a significantly negative relationship between the fact teachers believe they have ideas for teaching and the teachers' fear of teaching.

H_{10} = There is a significantly positive relationship between the teachers' need for ideas and the teachers' fear of teaching.

H_{11} = There is a significantly positive relationship between teachers' fear of teaching and need for more in-depth training.

H_{12} = There is a significantly negative relationship between teachers' fear of teaching and the fact teachers develop their own resources.

H_{13} = There is a significantly positive relationship between the fact teachers develop their own resources and their need for training and need for ideas about teaching.

H_{14} = There is a significant relationship between teachers' perceptions of their colleagues' attitudes and their own attitudes toward teaching.

The evidence in support of these new hypotheses is in Table 44. Only 14 of a possible 37 new hypotheses were identified here. However, interpretations of the results can be provided as suggestions to administrators and supervisors.

Implications

Teachers may enjoy teaching more if they have the opportunity to develop their own resources, can demonstrate they have ideas about good teaching and can share these resources and ideas with other teachers they believe are also enthusiastic about their jobs. However, the teachers may demonstrate negative attitudes toward their jobs if asked to take more in-depth training. In addition, however, the more they need ideas for their job, the less they appear to enjoy teaching. There is a need to assure that the teachers are well supplied with ideas and resources, and it may be best to allow the teachers to share these among themselves.

The teachers have shown an extreme diversity of opinion about the training offered by the State office. They have suggested that such training could influence their tenure or attitude about teaching. This is due to the fact the teachers believe they have ideas about their jobs and have enthusiastic teacher colleagues from whom to gather ideas and develop resources on their own. The teachers have suggested that if asked to take more in-depth training, locally or statewide, they may take another job. Taking another job is positively related to needing ideas for teaching in the ABE program. It appears they do not wish to take another job, however, because they have ideas about good teaching, have developed resources and are with enthusiastic colleagues.

The fact they do perceive their colleagues to be enthusiastic appears to have been deterant to their fear of teaching as well as the reason why they would take training and acquire ideas for their teaching roles.

Having ideas to do their jobs also appears to have deterred the teachers from the fear of teaching. In addition, in search of ideas, they may take more training. There is a positive relationship between needing ideas and fear of job.

Being afraid to teach is positively related to need for training and they wish training so as not to be afraid to teach. On the other hand, the fact they have developed their own resources have been another deterant from fear of teaching. Building or developing their own file of resources appears to be the bases for the request for more training and new ideas.

Throughout this discussion, it is assumed that the perceptions of the teachers toward their colleagues are correct. If these are correct, then there is evidence to suggest specific ways and means for developing and maintaining high positive attitudes of teachers in the ABE program.

FOOTNOTES

[1] William Wiersma, Research Methods in Education, New York: J.B. Lippincott Company, 1969. pp. 126-127.

Chapter V

Results and Summary

The purposes of this study were to measure ABE teacher job satisfaction attitudes and related characteristics, measure ABE teachers' feelings about ABE teaching as a career, assess training needs and competencies of current ABE teachers, and recommend some structure for training and retaining ABE teachers. Those variables suggested by the literature to be associated with favorable attitudes of employees, long term tenure, and job satisfaction were examined through the use of an opinion survey sent to ABE teachers in the ABE programs in Nebraska. The opinion survey was sent to the current (1974-75 school year) paid ABE teaching staff. One-hundred-fifty-one of the 180 current ABE teachers responded.

The results of the analyses of the data from the survey follows. First, the Objectives of the study have been summarized. Then, the results of the findings relative to the Hypotheses have been summarized. A brief discussion of the results have been included.

Objectives

The Objectives were designed to ascertain the nature of the teachers' perceptions regarding four categories of information. These were as follows: characteristics of teachers; attitude toward teaching; attitude toward training; teaching competencies and training needs.

Objective One

The characteristics of the ABE teacher in Nebraska may be summarized by this profile.

The average ABE teacher in Nebraska is female, 30 years of age, has a college/university degree with some work toward a Master's degree, married and has 1.5 children living at home who are most generally in grade school, has worked for pay on the average 10.3 years full-time and 4.8 years part-time (at this time, however, only 2.3 years and 2.7 months have been spent working as an ABE teacher at the same location), considers her work as ABE teacher part-time employment, has received training in another occupation, has experience teaching most generally in an elementary school, and believes her opinions to be similar to other ABE teachers, local administrators, boss/supervisor, spouse or boy friend, friends citizens of their community, the students, as well as the local newspaper personnel.

Objective Two

The attitude of current teaching staff toward their work in teaching in ABE as a career may be summarized in this profile.

The ABE teachers in Nebraska have been recruited for teaching through personal contact most generally by the school supervisors or a friend, the teachers have identified very knowledgable, rewarding and humanitarian reasons for teaching in the ABE program. They have a most positive attitude toward teaching specifically and ABE teaching generally. They believe that the ABE program is better than local school or community college programs as a place in which to work. They believe the local supervisor and State Director keep them in mind when making decisions that affect them. They indicate they frequently received information to do their job, and the most helpful source of that information is their supervisor. Indeed, they are very happy with the assistance given them by their supervisors and how it is given. The supervisors alert them to changes, are willing to accept suggestions, and do not show favoritism. In general, the teachers believe all teachers carry their share of the work. They like working with the other teachers and their students. They believe their students appreciate the teachers' efforts in their behalf.

The major source of information for work is their supervisor. The supervisors answer questions promptly, see the teachers an average of 21.8 times a year in their classrooms, make clear what needs to be done and how, and the teachers are very happy with the assistance provided by the supervisors.

In general, the teachers do not believe there is an opportunity for promotion in the ABE program, the majority of teachers would not like a promotion, and those who would like a promotion, identified increased workload, salary and recognition as priority concerns.

Generally, teachers believe their pay, which averages $6.09 per hour, is appropriate compared to both other teaching jobs and other ABE job. Teachers believe that this salary is fair, but believe $6.171 on the average would be fairer pay. Most teachers said, however, $7.50 would be the most fair pay. The teachers reported that recognition and advancement via salary increases are needed.

The teachers view themselves as "part-time" teachers whose primary concerns in teaching are the students, the content, and themselves in that order. They have much enthusiasm for their work, have ideas about good teaching and have sustained their interest, enthusiasm, and concern by maintaining good resource files to help them in their work. One might say they have a part-time job but give it full-time attention.

The ABE teachers in Nebraska like teaching, do not wish to give up their jobs, are very positive about their ability to teach, consider their students before anything else and spend on the average four hours outside class in preparation. The teachers reported tremendous interest and enthusiasm for their roles in ABE.

The teachers have indicated that 54.7 percent of them will continue to teach a "long time" and 72.7 percent of the teachers believe their tenure will be at least three more years. Most teachers are willing to continue for extended periods of time as their interest is very high.

It was found that 114 teachers or 78.9 percent of the teachers received strong support from their families for teaching. The teachers' attitudes toward their teaching responsibilities demonstrate a consistent pattern of interest and effort. Students and content in time and effort are equally matched with the ranking of concerns in teaching noted earlier. Preparation time does not carry the load energy-wise noted earler. The teachers have a wide range of experiences collectively but narrow range of experiences individually in working with adults.

Objective Three

The teachers do not have strong positive feelings about the Department of Education ABE training for new employees nor do they believe new employees receive adequate training. Even though each question has a majority on the positive side, great diversity exists in the answers which have not shown up previously in the report.

There seems to be a positive but cautious regard for training. The teachers know the specific types of training they wish to have but are hesitant to say that this can be provided by another training meeting or session. The teachers have asked for an individualized approach to their training needs at the local level.

Objective Four

The responses provided in this section may be summarized as follows. The teachers reported that 116 of 151 teachers received training to do their present ABE teaching job. The training was received mainly in a workshop, on the job, and by their supervisors. The teachers also reported that, in general, training they received for work in ABE as a teacher was mainly self taught and on the job. It could be concluded that the teachers believe that since their major training was on the job and self taught, little other effort was provided to train them generally or in their present job. This is consistent with their cautious appraisal of training in the previous section.

The strongest points of the ABE program as viewed by the teachers are the enthusiasm, concern and helpfulness of the supervisor, the abundance of resources and class material, the flexibility of the class programs, the cooperation of the teachers, and the general acceptance of students in an open climate.

What are some persons' strengths are others weaknesses, for many of the strong points were considered weaknesses. The weak points of the ABE program listed were these: red tape, coordination of learning centers, size of classes, length of classes, time and attendence of classes, record keeping, too much testing, and counseling, and recruitment, to name a few.

The improvements noted show perception and concern related to current issues in ABE. These included recruitment, communication, need for resources, more training, offering classes different hours, publicity, and more enthusiasm.

Objective Five

Three questions were asked of the teachers regarding work as a teacher. The first asked them to discuss their student interaction, the second asked them to discuss the way they handle crises and alternatives, and the third asked them to discuss their teaching methodology.

In summary to question one: there is quite obviously a strong sense of graciousness and effective human relations among all the teachers. There is a general sense of assurance and positiveness. Their responses would suggest an ability to work with individuals and groups in an assured way.

These findings are consistent with the rather cautious stance reported earlier about the kinds of training the teachers need. It appears that they have good personal skills in working with adult students. Their responses would indicate that further training to sensitize them (except on an indiviual basis) to work with adults seems inappropriate.

In summary to question two: as one person put it, flexibility in the ABE program is a definite must. All the teachers demonstrated this flexibility in response to the hypothesized situation. The effect of the teaching degree and the teachers' experiences became more apparent in this question. The findings to this question show the teachers are not upset with crises, are able to handle solutions with many alternate plans in a creative, humourous, humane and honest manner.

They appear flexible and have a wealth of experience and knowledge to use. It would appear that a workshop to help them assess their own resources, and share each others' experiences, would assist them in this effort. The findings are consistent with the earlier report of personal resources.

In summary to question three: the total willingness to exert every effort in behalf of the student is impressive. The reading of the answers makes one conscious of the astuteness of these teachers of teaching adults to learn.

An ancillary concern of this question was to test the consistency of the methodological approach and the teaching philosophy exhibited by the teachers. The fact that students are rated higher than content and the fact that the teachers believe in the students is consistent with the open and flexible approach to methodology exhibited by the teachers. Indeed, most teachers said they would ask the students what method they thought interesting rather than just changing methods.

These findings are consistent with the findings in the earlier part of the report.

Hypotheses

Five hypotheses were designed to enable an analysis of potential associations between and among variables selected for study. If it could be ascertained that associations exist; and if the null hypotheses were rejected, further hypotheses could be developed. These new hypotheses would predict relationships. These then would permit further study. This is in keeping with the fact that most research in this area has been conducted by business and industry, and not in educational institutions with teachers. Much more study is warrented.

The Hypotheses were all rejected and it was concluded that many variables, though not all, were associated. There are, it is recognized several independent variables. And, it is recognized that the independence of some variables may be a reason for the association of others. However, based on the results and with this limitation in mind, the findings for each Hypothesis are reported below.

Hypothesis One

Hypothesis One was rejected. There are many significantly associated variables among those analyzed in the category of characteristics of teachers. The conclusion drawn was that selected variables related to characteristics of teachers are associated with attitudes toward teaching and are not independent. However, there were some variables shown to be independent.

Those variables which were more often associated with other variables were the following: length of time in part-time work, opinions perceived the same as other teachers, teaching experience, months and years in present position, length of time in same location, children. Other variables which were associated less often were training for any other occupation and bases of present work, i.e. part-time.

Implications

An interpretation of the independent and associated variables, as well as newly suggested hypotheses based upon these data, appear in Chapter Four. The subsequent significance of the data analyses for administrators and supervisors are provided here. For a complete interpretation see Chapter Four.

The implications for administrators and supervisors from these interpretations include the following:

Teachers who have been on the job 2.3 years and 2.8 months may, on the average, exhibit more favorable attitudes toward ABE teaching if similar conditions are met.

Teachers may be viewed as barometers of public opinions toward school programs as their attitudes have been estimated to be similar to other groups external to the school under the same conditions. The same conditions would especially include prior teaching experience, length of time in present location and age.

Though it was found that the majority of the teachers had experience teaching in elementary school, it appears that the more significant teaching experience of teachers, as related to positive attitudes toward teaching, is experience teaching in Junior High School. Teachers who have Junior High School teaching experience may exhibit more favorable attitudes toward their teaching responsibilities in ABE programs. The second significantly related teaching experience is elementary school teaching.

Teachers have, on the average, 1.5 children at home. The bases of their present teaching position is not dictated wholly by their children. The interest in teaching is directly related to prior teaching experience.

The teachers have a college education, prior teaching experience and view themselves as teachers whether they work part-time, or full-time. They identified part-time as the way they preceived their role.

There were few variables associated with part-time teaching which lessens the impact on the way teachers see their role. Whatever way teachers view their role, they see themselves first as teachers and secondly in a specific category of employment.

Administrators might consider these conditions when recruiting and hiring persons to teach in the ABE programs.

Hypothesis Two

Hypothesis Two was rejected. It was found there are many significantly associated variables among those analyzed in regard to Hypothesis Two. The conclusion was reached that selected variables related to supervisor behavior are associated with attitude toward teaching and are not independent. There were some variables shown to be independent.

Those variables which were more often associated with other variables were: concerns over teaching responsibilities (as a group), supervisor clarity on work matters, supervisor as a source of information/assistance, pay for work. Earlier analyses have shown the attitudes of teachers to be most favorable about supervisor teaching and their work. It is possible to conclude that, as indicated by the (literatures), no one variable but many variables are supportive of favorable attitudes.

Implications

An interpretation of the independent and associated variables as well as newly suggested hypotheses based upon these data analyses for administrators and supervisors are provided here. For a complete interpretation see Chapter Four.

The implications for administrators and supervisors of ABE programs toward developing favorable attitudes of ABE teachers and general job satisfaction, based upon these interpretations, are numerous but will be stated briefly.

Teachers are sensitive to the manner in which their supervisors perform. Providing an opportunity for the teachers to be involved in making suggestions for improvements in the program, and then giving credit for the suggestions have been found to produce more favorable attitudes of teachers toward teaching and toward their supervisors.

There is a need to provide in-depth interpretations to teachers about their work assignments, respond to questions promptly and show no favoritism in working with teachers. The way supervisors respond to questions is associated with the perceived degree of helpfulness of information from supervisors.

Teachers have reported the supervisors visit them while teaching an average of 21.8 times during the year. Visits can mean different things to different teachers; but on the whole, it appears that teachers find the visits to be supportive of their efforts. This concept could be substantiated by the fact that the teachers believe supervisors need to become more aware of their performance, answer questions and clarify work assignments.

Teachers might be provided information by the supervisor more often. Since teachers view supervisors as their major source of information, there is a need for supervisors to be more aware of this and act accordingly. Since other teachers have been identified as the next important source of information, some means might be developed to support sharing and discussion sessions by teachers.

There is also a direct relationship between clarity of supervisor instructions about work assignments and the teachers' attitudes toward teaching.

The literature has provided evidence of similar associations described in these implications. There is a direct relationship between employee attitudes toward the ABE program and the Supervisor. The amount of productivity varies directly in relation to which the productive behavior is itself satisfactory. The more satisfied teachers are with their work, the more favorable their opinions will be toward their supervisors. The behavior of the supervisor may influence satisfaction with current pay, job status, and company. Employees want an opportunity to ask questions, express their ideas, and in general, be involved in decision-making processes of the program. Supervisory practices and employee satisfaction do relate.

If teachers are to develop and maintain favorable attitudes toward their teaching in ABE programs, then the supervisor's behavior could be considered as a determinate of this development and maintenance.

Hypothesis Three

Hypothesis Three was rejected. It was found there are many variables significantly associated with those related to pay, tenure, and promotion. The conclusion was reached that selected variables of pay, promotion, and tenure are associated wtth attitudes toward teaching and are not independent. There are some variables recognized to be independent due to lack of association.

Those variables which were associated more often than others with pay, promotion, and tenure variables were in the area of teaching responsibilities, sources of recruitment, and relationship to supervisor. It is interesting to note the lack of, or nominal lack of association with those variables concerned with amount of pay, advancement, and tenure in present position and present location.

Implications

An interpretation of the independent and associated variables as well as newly suggested hypotheses based upon these data, appear in Chapter Four. The subsequent significance of the data analyses for administrators and supervisors are provided here. For a complete interpretation see Chapter Four.

The implications of these results would suggest that administrators of ABE programs might consider the following practices toward building and retaining teachers with positive attitudes toward ABE teaching.

Teachers in ABE programs perceive the pay which they consider fair to be comparable with other teaching positions both in ABE programs and elsewhere. Though $6.10 was on the average fair pay, most teachers believe $7.50 per hour would be more fair. An examination of the pay scale of other teaching jobs and some alteration in the pay of ABE teachers might be warrented.

Teachers have indicated that on the average they are not interested in promotion, however, many teachers have demonstrated an interest in promotion. This interest would be higher if some plan for promotion was made known to teachers. Since there is an association between anticipated tenure and interest in promotion, and since teachers believe they will be teaching in three years at the same location, some plan for promotion, recognition, or advancement might be developed. This practice can be legitimized because there is no association between current salary and anticipated tenure. Current salaries could be altered and longer tenure might result.

The literature of this field has suggested that there is a relationship between the perceived role and role strengths of employees and the awareness of these by supervisors. Teachers have better opinions of ABE programs where they believe supervisors are aware and understand their teaching responsibilities. As the satisfaction of employees toward their roles increases, the length of anticipated tenure may increase proportionately.

The expressed concerns of teachers while teaching have been reported to be with students, content and themselves as teachers ranked first, second, and third respectively. Concerns for room, pay, boss, spouse, administrative details, and your children are ranked fourth through eighth, respectively. While the concern for room, boss, spouse, and children have been ranked lower by the teachers, these concerns are more often associated than the top three concerns. In fact, concern for the boss while teaching is a very dominant concern and more often associated than concern over students. This finding suggests the predominant concern of teachers is, in effect, the boss. This can be explained somewhat by the relationship of supervisors' opinions' of the teachers' opinions described in the interpretations of Hypothesis Two. However, a careful assessment of teachers' priorities while teaching may identify new concerns.

Supervisor behavior is directly related to employee attitudes toward a company or program, and in turn, better satisfied employees may be more favorably inclined toward their supervisors. Supervisors need to be aware of the teaching strengths of teachers, toward greater satisfaction of teachers in their roles, which may result in increased tenure. It could be said that longer tenure is directly influenced by the behavior of supervisors. Since it has been found that the perceptions of teachers for "part-time" teaching is not the determinant for or against longer tenure, the role of teacher is more paramount. It is suggested that the role of the supervisor is to enhance the teaching role function which may result in greater employee satisfaction.

Teachers who are brought into ABE teaching by non-personal means of recruitment may demonstrate less interest in salary change, promotion, longer tenure than those brought into the program through personal means of recruitment. It has been reported by the teacher's that the personal approach via the supervisor and other teachers has been the primary means of recruitment. The personal approach to recruitment has the result of interest in longer tenure but also appears to carry with it the interest in increased salaries and promotion. Teachers who are recruited personally by the supervisor or other teachers may remain in their ABE teaching positions for a longer period of time.

Hypothesis Four

Hypothesis Four was rejected. It was found that there are many significantly associated variables among those analyzed in regard to hypothesis four. The conclusion drawn was that selected variables related to teaching responsibilities training received and training needs are associated with attitudes toward teaching and are not independent. Several variables are not associated and are independent.

Those variables which were more often associated with other variables: organizing content for class, outside preparation, teaching responsibilities (as a group). It was noted that few variables are associated with training needs and training received.

Implications

An interpretation of the independent and associated variables as well as newly suggested hypotheses based upon these data, appear in Chapter Four. The subsequent significance of the data analyses for administrators and supervisors are provided here. For a complete interpretation, see Chapter Four.

The implications for administrators and supervisors appear to relate to their prior teaching experiences as well as training for other occupations. In several places it has been suggested that outside of classroom duties hold enjoyment for the teachers and are related to the notion of part-time employment. Since there is an attraction by the teachers to the preparation for teaching more than with teaching itself, it could be said that the part-time nature of teaching provides more interest due to the greater opportunity to engage in the preparation process. In addition, prior teaching experience and training could have resulted in frustration due to lack of time to prepare for teaching. This question could be raised: If teachers were full-time would they receive the same enjoyment from teaching? These teachers appear to have made their perceived part-time position into full-time jobs.

The Teachers' lack of concern over pay for teaching was noted earlier. This lack of concern could be influenced by their attitudes toward working with students and other teachers. The students, they believe, appreciate their efforts. This relationship seems natural, however, it appears that the teachers have a greater willingness to engage in teaching responsibilities of the non-personal nature also because of their interest in students they teach rather than teaching itself. The responsibilities which they are more willing to engage in due to interest in students are the teachers' least preferred responsibilities as shown earlier in Part I of this report. It appears that a strengthening of student teacher relationships would enhance teacher satisfaction and productivity.

Teachers believe other teachers share their workload, are enthusiastic and are a source of information. Support for teacher sharing sessions would enhance this relationship. Longer tenure has also been associated with support for this relationship. Concern for themselves as teachers while teaching is related to the enthusiasm of other teachers.

Teachers who have the support of their families may respond more positively to working with students, the content, and enjoy teaching more. Specifically, spouse, boss, and other teachers are primary support groups.

Throughout the interpretations, the primary source of information has been the supervisor. Here again concern for boss relates to developing content and evaluating students. Supervisors assist teachers to carry out these responsibilities.

Teachers have indicated that the room in which they teach has an effect on the way they teach and their enjoyment in teaching. More time is spent on preparing to teach one student than a large class. Teachers enjoy preparing for class, and this preparation is directly related to their enjoyment of teaching.

Throughout these interpretations it has been noted that administrative concerns are of the least interest to the teachers. They would consider taking another job if these duties become burdensome. However, it has also been shown that the teacher will continue to teach a long time and be teaching in ABE in three years.

Since most teachers have a university degree, the type of training for the ABE teaching position and continuing education programs need to be carefully planned. Though the teachers reported they liked the training they received and they need more training for their job, they did what they received themselves, on the job. They are congratulating themselves for what they received, but indicate they need more. There has been sufficient evidence throughout this study to suggest here that individualized entry and continuing job training programs be developed based on individual assessed needs of the teachers.

Hypothesis Five

Hypothesis Five was rejected. It was found that all but three of the twelve attitudinal measures are significantly related with one or more of the other measures at the .05 level of significance. The three measures not found related are: No. 7, "I believe I'll continue to work in ABE programs for a long time," No. 9, "My family supports the fact that I am teaching," and No. 10, "I don't believe all students appreciate my work." These three statements have been found, however, to be associated to other variables when analyzed using Chi-Square statistics. The conclusion drawn was that there are significant relationships between the twelve items on the attitudinal measure.

Implications

An interpretation of the independent and associated variables as well as newly suggested hypotheses based upon these data appear in Chapter Four. The subsequent significance of the data analyses for administrators and supervisors are provided here. For a complete interpretation see Chapter Four.

Interpretations of the results of this hypothesis have been provided to assist ABE administrators and supervisors. Teachers may enjoy teaching more if they have the opportunity to develop their own resources, can demonstrate they have ideas about good teaching and can share these resources, can demonstrate they have ideas about good teaching and can share these resources and ideas with other teachers they believe are also enthusiastic about their jobs. However, the teachers may demonstrate negative attitudes toward their jobs if asked to take more in-depth training. In addition, however, the more they need ideas for their job, the less they appear to enjoy teaching. There is a need to assure that the teachers are well supplied with ideas and resources, and it may be best to allow the teachers to share these among themselves.

The teachers have shown an extreme diversity of opinion about the training offered by the State office. They have suggested that such training could influence their tenure and attitude toward teaching. This is due to the fact that the teachers believe they have ideas about their job and have enthusiastic teacher colleagues from whom to gather ideas and develop resources on their own. The teachers have suggested that if asked to take more in-depth training, locally or statewide, they may take another job. Taking another job is positively related to needing ideas for teaching in the ABE program. It appears they do not wish to take another job however, because they have ideas about good teaching, have developed resources and are with enthusiastic colleagues.

The fact they do perceive their colleagues to be enthusiastic, appears to have been a deterant to their fear of teaching as well as the reason they would take training and acquire ideas for teaching roles.

Having ideas to do their jobs also appears to have deterred the teachers from the fear of teaching. In addition, in search of ideas, they may take more training. There is a positive relationship between needing ideas and fear of job.

Being afraid to teach is positively related to need for training and they may wish training so as not to be afraid to teach. On the other hand, the fact they have developed their own resources have been another deterant from fear of teaching. Building or developing their own files of resources appears to be the bases for the request for more training and new ideas.

Throughout this discussion, it is assumed that the perceptions of the teachers toward their colleagues are correct. If these are correct, then there is evidence to suggest specific ways and means for developing and maintaining high positive attitudes of teachers in the ABE programs.

Discussion

It is this researcher's belief that the variables selected for study in the Objectives and subsequently the report of actual findings have been very helpful toward understanding the ABE teachers in Nebraska. The findings show a new view of ABE teachers and should prove to be valuable information toward the development of training programs for ABE teachers.

The Hypotheses, on the other hand, have again revealed the nebulous conditions for developing positive employee attitudes. There is not one variable associated with employee satisfaction of attitude, but a great conglomerate of variables. Predictive variables for recruitment, and long tenure are very hard to develop and must continue to be investigated.

Due to the fact that the hypotheses were rejected, consideration was given to development of hypotheses for further study as reported in Chapter Four. This is appropriate as this study proposed to ascertain if associations exist toward predicting outcomes and not intended to actually predict outcomes. If the latter had been so, specific predictive hypotheses would have been designed originally.

It is possible now, however, to suggest continued study regarding the specific relationship between such variables as length of time in part-time work and attitude toward pay, or training for any other occupation and length of tenure in present location. The hypotheses suggesting cause and effect relationships, though hazardous to resolve, can now be investigated.

Chapter VI

Implications and Recommendations

Introduction

Throughout this report consideration has been given to the analysis of ABE teachers' perception regarding their attitudes, interests and impressions of the ABE program in Nebraska. This was the intent of the research. The teachers have responded candidly and produced much helpful information.

However, the implications of the teachers' perception need to be examined with three additional perspectives. The first additional perspective deals with the notion that teachers' perceptions are but one of several sources of evaluation which might be considered by the ABE program administrators. Other sources used include the Administrators supervisors at the local and state level as well as the students themselves. The second additional perspective deals with the fact that monies in support of the program are generated from the State level where responsibility for fulfillment of Federal regulations is imperative. The third additional perspective deals with the administration of teaching programs statewide and regionally. It is recognized that efficient use of personnel and resources may require development and implementation of state and regional meetings.

Implications

The teachers were found to possess many characteristics, skills, and attitudes about which there has been some confusion until this time. It was found, for example, that the teachers have a great deal of experience and teaching background. One hundred and thirty-nine have bachelors and/or masters degrees and most have teaching certificates. All but 12 teachers have some university or college education.

The average age is 35 years of age. There are 120 teachers who are married, 18 single, four divorced, and separated, and eight widowed. The assumed relationship between children at home and desire to be part-time teachers has not held true since there are only an average of 1.5 children per ABE teacher.

The teachers desire to be part-time teachers, have an excellent attitude toward teaching, see teaching as a career, have a desire for promotion and advancement, and have suggested specific ways promotion and advancement strategies could be developed. They spend four hours on the average preparing for class and believe the students, the content, and themselves have highest priority for consideration in teaching. Out of class preparation is very satisfying for the teachers.

The teachers have 10.3 years full-time work experience and 4.8 part-time work experience. They have three years on average of experience with ABE. In general, they believe supervisors are fair, use their (the teachers) opinions, answer their questions, are the primary source of training and helpful work information, and do not show favoritism.

In terms of compensation, they believe the fairer pay for teaching based on experience and education should be receiving $7.50-8.50 an hour. There are great differences in teachers' salaries, and some adjustment in pay was suggested.

The teachers view themselves "part-time" and wish to remain so, like teaching, but have expressed really specific ways they should be involved in training. They have good reasons for teaching and they wish to stay in teaching.

They believe they need training assistance, but since each person has such different needs, the teachers believe individualized approach to training is vital. They have some global needs such as reading, TESL, and teaching special cultural groups with the Vietnamese being mentioned specifically. They would like ideas, inspiration, specific content help, but not any more assistance with instructional design since they believe they know about it. The teachers believe they are well aware of teaching-learning methods and theory of learning, but they also indicated they would like more information about how to work with different adults.

They express concern about the value of large state meetings. They would like to be provided with the opportunity to get training but it is their perception a combination of local and state-wide meetings would be helpful. They reported diverse opinions about the value of state meetings as new teacher training. They reported a preference for training which might be conducted at the local level or training in which time was alloted to share experiences with other teachers.

The teachers are of the opinion that their opinions about teaching are very closely related to a host of other such public opinions in the community. This means that the literature is supportive on this issue. Where there are favorable internal or or employee attitudes, excellent external public opinion will also generally be high.

In addition, there are many implications which have been identified from the attempt to ascertain associations of variables. The discussion in Chapter Four identifies the fact that there are many variables associated with positive employee attitudes. There is not one but a conglomerate of reasons for favorable employee attitudes.

Recommendations

Based upon the fact that Objectives Six and Seven of this study seek Recommendations, they have been used as the basis for development of the Recommendations.

Objective Six

The sixth Objective was to "recommend prescriptive training needs for ABE teachers."

Recommendation One

Based upon the analyses of the teachers' opinions of state training, their statement of needs and their competencies, it is recommended that consideration be given to modifying the present training formats to meet the needs of the teachers.

The teachers perceive a need to provide training for beginning teachers in local areas. The needs to be filled through this training are considered by the teachers to be very individual. In addition to an individualized approach for beginning teachers, consideration could be given to having more continuing teacher training in local areas. The supervisor is perceived by the teachers to be the key person to identify with the teachers the needed training based on an individual teacher assessment.

The topics for training are very individualized as well. However, based on an assessment of competencies, it can be concluded that teachers do not need further assistance in working with adults or instructional design and methodology. Rather, there is the need to provide an opportunity for teachers to assess their teaching resources, acquire additional ideas and resources for teaching, share their personal experiences with other teachers and be provided assistance in assessing their personal teaching needs. In general, the teachers believe that they need to be given more credit for their background and experience and should be more involved in designing their own training.

Objective Seven

The seventh Objective was to "recommend a structure for retention of teachers."

Recommendation Two

Based upon the analysis of the teachers' opinions of promotion, tenure, advancement, and pay, it is recommended that a plan be developed for promotion and advancements. This plan is one in which recognition for quality teaching, concern for tenure in teaching and credit for innovation would be key factors according to teachers. This is somewhat different from the normal promotion plan, but realistic, since there are so few positions for supervisors and directors. The teachers themselves have suggested innovative ideas in this regard.

In addition, the pay scale might be examined. The great variance of salaries might be re-examined to determine if some consistency should exist among teachers performing essentially the same functions throughout the state. Consideration might be given in compensation to the belief that the teachers hold that they are highly qualified, and view themselves as professionals.

The teachers have indicated that they plan to spend, on the average, three more years in the ABE program teaching. This, however, should not be viewed as an indication that they will stay in view of many positive and negative factors.

Other Considerations

Recommendation Three

It is recommended that continued study be made of the associations found to exist between the many variables under inquiry in this reasearch. This is due to the fact that since it has been ascertained that there are associations, predictive hypotheses may be studied. Some of these additional inquiries could be achieved through statistical analyses of current data while others might be made through personal interviewing, visitations, and observations.

In addition, it is suggested that the known independent variables be analyzed more closely for their effect on the associations found to exist. Limitations of time and resources could not permit further analyses here, however, it is recognized as an important consideration of this reasearch.

Conclusion

It appears that the literature on Adult Basic Education teachers and Adult Education teachers has been advanced by this inquiry. Continued recognition should be given to those agencies and leaders who encourage research projects such as this one. The results, hopefully, will generate considerable interest and response in the field of adult education.

APPENDIX A

OPINION SURVEY

ADULT BASIC EDUCATION TEACHERS OF NEBRASKA

Dear Participant:

Adult Basic Education programs in Nebraska have increased rapidly over the last 10 years. With the increase in programs, students and teachers, those who direct the ABE program statewide need to be kept aware of the opinions of all persons involved about ABE in Nebraska. Opinion surveys are one way to find out these views. Your opinions can assist us to improve the program where needed. We would appreciate your assistance in this regard.

This survey asks for your opinion about teaching in the ABE programs in Nebraska and other general information. We would be most appreciative if you would take the time in the next week to fill it out and return the form in the enclosed envelope. All answers will remain anonymous. We request you do not sign this form. Each form is numbered to facilitate return of the survey. We do this so that you can feel free to express your honest and sincere opinions. Please answer all questions in the survey. We request this be done independently and not with other teachers.

Please include information relating to ABE in all questions, unless specified otherwise. In the pilot study we found this survey takes only 30 minutes to complete.

Please return by Friday, May 30, 1975. Use the enclosed envelope.

Thank you in advance.

Sincerely,

Mary Jane Even

Mary Jane Even, Ph.D.
University of Nebraska

Len Hill

Leonard Hill, Ph.D.
Director
Adult Basic and Community
Education

OPINION SURVEY

ABE Teachers in Nebraska

Participant No. ______________

City________________________

Part I.

We would like some information about you personally:

1. Your age: (check one)

   a. under 20 years ________
   b. 20-24 years ________
   c. 25-29 years ________
   d. 30-34 years ________
   e. 35-39 years ________
   f. 40-44 years ________
   g. 45-49 years ________
   h. 50-54 years ________
   i. 55-59 years ________
   j. 60-64 years ________
   k. over 64 years ________

2. Your educational background: (check the highest level attained)

   a. Less than 8th grade ________
   b. Completed 8th grade ________
   c. Some night school ________
   d. Completed High School ________
   e. Voc. Tech. Community College 2 years ________
   f. Voc. Tech. Community College-some courses ________
   g. College/University 1-2 years ________
   h. College/University 3-4 years ________
   i. Masters degree ________
   j. Other: please specify any other courses or training
   ____
   ____

3. Marital Status: (check one)

   a. Single ______
   b. Married ______
   c. Divorced ______
   d. Separated______
   e. Widowed ______

4. Do you have any children?

    a. Yes_______
    b. No _______ :(If "no" go to Question #7)

5. Please indicate the number of your children in each of the following categories:

    a. Preschool _______
    b. Grade School _______
    c. High School _______
    d. Vocational School _______
    e. College or University _______
    f. Out of School _______
    g. Armed forces _______
    g. Married/own family _______
    i. Other schools _______
    j. Please specify _______
    ____

6. How many of your children live with you at home now? Number_______

7. Do you have dependents other than your own children living with you?

    a. Yes_____ If yes; b. No. of children_____;c. No. of adults_____

    d. No _____

8. How many total years of paid work experience do you have including your teaching job for ABE and all other paid work?

    a. Years part-time work experience_________
    b. Years full-time work experience_________

9. How many years and months have you worked in your present ABE teacher position? (Identify each academic year as one year).

    a. Years ________
    b. Months________

10. Have you worked in the same location as an ABE teacher for all this time?

    a. Yes _______
    b. No _______: Please indicate where else you have worked as an ABE teacher._________________________
    ____

11. Is your present work on a full-time, part-time, extra-time or temporary basis as an ABE teacher? (check one)

    a. full-time _________
    b. part-time _________
    c. extra-time _________
    d. temporary _________
    e. other (please specify)
    ____
    ____

12. Where did you receive training for your work as an ABE teacher? (Check all that apply)

a. Community college __________
b. State Department of Education workshops __________
c. College or University __________
d. On the job training __________
e. Self taught __________
f. Other (please specify) __________

13. Please rank the major responsibilities of an ABE teacher listed below according to how much work effort you believe you put into doing them. (Rank 1 as most work and 8 as least work.)

a. Teaching small classes __________
b. Teaching large classes __________
c. Teaching one student at a time __________
d. Preparing for teaching each day __________
e. Organizing the content for a course __________
f. Evaluating the students' work __________
g. Administrative details (tours, tests, etc.) __________
h. Other (please specify) __________

____

14. Please give three brief reasons you have for working as an ABE teacher.

a. ______________________________________

____

b. ______________________________________

____

c. ______________________________________

____

15. Have you received training for any other occupation other than ABE Teacher?

a. Yes __________ If yes, what ____________________

b. No __________ ____________________

16. Have you received specific training for your present ABE teacher position?

a. Yes __________ If yes, what kind? Check those that apply and specify others:
On the job __________
Workshop __________
Courses __________
Other Institutions __________
b. No __________ Supervisors __________
Other (please specify) __________

____

17. Have you any prior teaching experience?

a. Yes ________ If yes, check what kind and indicate years.

Elementary School	______	Number of years	______
Junior High School	______	Number of years	______
Senior High School	______	Number of years	______
Adult Education	______	Number of years	______
Other (please describe below)		Number of years	______

b. No ________

____

____

____

18. Previous experience you have had in working with adults. (Indlude all you believe appropriate.)

Type of Experience	Where	What responsibilities did you have

19. We would like to know if you believe your opinions of ABE teaching are shared by other persons and groups. (Check yes, maybe or no as it applies) "My opinions of ABE teaching are shared by:"

	Yes	Maybe	No
a. Other ABE teachers?	____	____	____
b. Local ABE Administrators?	____	____	____
c. My boss/supervisor?	____	____	____
d. My spouse/boy/girl/friend?	____	____	____
e. My friends?	____	____	____
f. The citizens of the community where I teach?	____	____	____
g. The students I teach?	____	____	____
h. The local newspaper personnel	____	____	____

Part II. We would like some opinions about your work as an ABE teacher:

20. In comparison with other local public school programs or community college programs, what do you think about the ABE program as a place in which to work? (check one)

Is it: a. Better? ____________
b. About the same ____________
c. Not as good ____________

21. Do you believe that your local ABE program administrator keeps ABE teachers in mind when making decisions that will affect them?

a. Yes_________
b. No _________

22. Do you believe that the State Director of ABE programs keeps ABE teachers in mind when making decisions that will affect them?

a. No_________

b. Yes_________

23. From whom do you receive the most helpful information to do your ABE teaching job? (check one)

a. Your immediate supervisor ________
b. The State Office ________
c. Or both your supervisor and
the State Office ________
d. Other teachers ________
e. Other (please specify) ________

24. How often do you receive information which helps you do your ABE teaching job?

a. Very often _______________
b. Frequently _______________
c. Not very often _______________

25. When changes are made in your ABE teaching ways of work, are you told why?

a. Yes__________
b. No___________

26. If you proposed an improvement, would your immediate ABE supervisor give you credit for it?

a. No _________
b. Yes_________

27. Does your ABE supervisor show favoritism in dealing with teachers?

a. Yes_________
b. No__________

28. Do all the teachers in your ABE program carry their share of work?

a. No___________
b. Yes__________

29. When you ask your immediate ABE supervisor a question, does he/she: (check one)

a. Give you an answer promptly ______
b. Pass the buck ______
c. Forget it ______

30. Do you like to work with the other teachers in the ABE program? (check one)

a. All of them ______
b. Most of them ______
c. Some of them ______
d. None of them ______

31. Do you like to work with the students in the ABE program? (check one)

a. All of them ______
b. Most of them ______
c. Some of them ______
d. None of them ______

32. How do you obtain most of your information about what is going on in your local ABE program? (Check those that apply and rank those checked [1 being the most] for their helpfulness).

	Check	Rank those checked
a. By the grapevine	____	______________
b. Publications	____	______________
c. Supervisor	____	______________
d. Other teachers	____	______________
e. In meetings	____	______________
f. Other (please specify)	____	______________

____

33a. Are you happy with the way your ABE supervisor works with you?

a. Yes ______
b. No ______

33b. How often does your immediate ABE supervisor see you on the job in th classroom during the year? (Estimate the number of separate times during the year)

____

34. Do you believe there is an opportunity for advancement and promotion in your ABE job?

a. No__________
b. Yes__________

35. Would you like to be promoted in your position as an ABE teacher?

a. Yes__________
b. No___________ If no, go to Question 37.

36. What type of promotion do you believe you should have? (Please Specify)

____

____

____

37. Does your ABE supervisor make clear what needs to be done and how to do it?

a. No___________
b. Yes___________

38. Do you believe your immediate ABE supervisor welcomes your ideas and suggestions?

a. Yes_________
b. No_________

39. Are new employees properly trained for their jobs in your view?

a. No___________
b. Yes___________

40a. Do you feel that the pay for your job is fair compared with other teaching jobs?

a. Yes__________
b. No__________

40b. Do you feel that the pay for your job is fair compared with other jobs in the ABE program?

a. Yes__________
b. No__________

41. What is your present pay by the hour in the ABE program?____________ (write in)

42. What is a fair pay for your total job as an ABE teacher? (check closest amount)

a. $2.50 @ hr.______________
b. $3.50 @ hr.______________
c. $4.50 @ hr.______________
d. $5.50 @ hr.______________
e. $6.50 @ hr.______________
f. $7.50 @ hr.______________
g. $8.50 @ hr.______________
h. $9.50 @ hr.______________
i. Other (please Specify)______________________________

Part III. We would like to know how you feel about teaching in ABE programs:

43 How do you view yourself presently in the ABE teaching profession? (check one that applies most specifically)

a. Career teacher ________
b. Full-time teacher ________
c. Part-time teacher ________
d. Temporary teacher ________
e. Extra time ________
f. Only occasionally a teacher ________
g. Aide ________

44. What brought you into the ABE program as a teacher: (Check all those that apply)

a. Recruitment ________
b. Volunteer ________
c. Answered an Ad ________
d. A friend ________
e. The school supervisor ________
f. The State Director ________
g. Other persons or things (please specify) ____________________
____

45. Please rank these 9 items according to their importance to you when you think about teaching in the ABE program. (Rank 1--most important and 9--least important).

a. The students ________
b. The content ________
c. The room ________
d. Yourself ________
e. Administrative details ________
f. Your spouse ________
g. Your children ________
h. Your pay for your work ________
i. Your boss ________

Instructions for 46-57:

Rate, on the scale from 3-1, your feelings about the statements listed below in regard to ABE programs.

[Example: I hope all my students pass the test for G.E.D. [X] 3 strong feelings

(Check one box per statement) [X]	3 strong feelings	2 neutral feelings	1 weak feelings
46. I enjoy teaching			
47. I like the training received to do my job from the Department of Education.			
48. If there was another job open I would take it instead of teaching.			
49. I believe ABE teachers have much enthusiasm for their work.			
50. I have many ideas about good teaching.			
51. I need some new ideas about how to do a better job.			
52. I believe I'll continue to teach in ABE programs for a long time.			
53. I really am afraid to teach.			
54. My family supports the fact I am teaching.			
55. I don't believe all students appreciate my work.			
56. I try to build up a good file of resources to help me in my job.			
57. I believe I need more in-depth training to do my job better.			

58. Please comment on what kinds of training needs you have as an ABE instructor.

____

____

59. Do you anticipate being an ABE teacher in 3 years?(Check one.)

Yes _______

No _______

Please comment on how long you expect to stay in this work and why.

____

____

____

60. Please estimate in hours the time you spend outside class in preparation for ABE teaching. (estimate per week)

____

Part IV.

Below are three case studies of problems you may encounter in your classroom. Would you describe in your own words how you might handle each case study problem? Use the space below and back of pages.

61. A new student arrives late to class during the 5th week of classes. He is 30 years old, an alien, hard to understand because of his lack of English. You are in the middle of a lengthy explanation. What would you do? How would you act? What would you say? Why?

62. The tests for one section of the class in reading didn't arrive. You feel you must provide some testing today because the students are ready, but the tests aren't there. How would you handle this? Would you give a test? Would you wait? What are some alternatives? Describe what you would do and why.

68. The class appears bored with your teaching methods and so are you. Would you change them? What are alternative ways of teaching your subject? Are their alternatives? Do you have a choice? Describe what kinds of things you would do to make your teaching less boring--if it ever gets to be.

64. Please list the strongest points (in your opinion) of your Adult Basic Education program.____

65. Please list the weakest points (in your opinion) of your Adult Basic Education program.____

66. What suggestions do you have for improving the program?________________

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LEXINGTON, NEBRASKA 6885

March 14, 1975

MEMORANDUM

TO: ABE Program Supervisors

FROM: Leonard R. Hill, Chief - Adult & Community Education Section

RE: Program Evaluation

The Federal rules and regulations, which are the controlling factor in Adult Basic Education Programs, mandate that we do an outside, third-party evaluation of the Adult Basic Education Program every few years. In order to make this more than just a compliance with the law, we have asked the University of Nebraska to do an indepth study relating the characteristics and attitudes of our teachers to the general program.

With this in mind, your teachers will be receiving a questionnaire from Dr. Mary Jane Even. We would like to ask you to encourage your teachers to complete the questionnaire as honestly as possible and return it to her. The results of this opinion survey will help us endeavor in our planning to make the ABE Program better during the next few years. Thank you for your cooperation.

LRH/bcs

Location of 151 Teachers in ABE Opinion Survey

Number for Each city		Percentage of Respondents	
1-3	Alliance	2.00%	
2-3	Beatrice	2.00	
3-6	Bellevue	4.00	
4-8	Chadron	5.30	(05. Cozad--0)
6-4	Fairbury	2.60	
7-2	Falls City	1.30	
8-22	Grand Island	14.60	
	Kearney	.09	
10-1	Lexington	.70	
11-16	Lincoln	10.60	
12-10	McCook	6.60	
13-1	Minden	.70	
14-4	Nebraska City	2.60	
15-21	Norfolk	13.90	
16-7	North Platte	4.60	
17-2	Ogallala	1.30	
18-22	Omaha	14.60	
19-12	Scottsbluff	7.90	
20-3	York	2.00	
21-4	York-NCW	2.60	

Number of Supervisors by City

Absolute Frequency of Cities

Alliance	3
Beatrice	3
Bellevue	6
Chadron	8
Cozad	0
Fairbury	4
Fall City	2
Grand Island	22
Kearney	0
Lexington	1
Lincoln	16
McCook	10
Minden	1
Nebraska City	4
Norfolk	21
North Platte	7
Ogallala	2
Omaha	22
Scottsbluff	12
York	3
Nebraska Center for Women	4

APPENDIX B

TEACHER'S REASONS FOR WORKING IN ABE

Question 14: ABE Opinion Survey:

Enjoy working with adults who want to learn. Adults appreciate the help you give them. No worry about discipline.

To help people to have a more enjoyable life. To help myself keep up with the latest developments in education. To make some extra money.

Desire to help people. Enjoy teaching. Salary.

I enjoy it. I like to see people better themselves. Education of any form is always interesting and beneficial.

I enjoy very much working with these kinds of people, they are enthusiastic, also challenging. May go into this field eventually--Special Education. Extra-earnings are my pocket money.

I enjoy working with adults. Teaching is very fulfilling to me, on this level and I enjoy teaching. The money is needed.

Help others gain knowledge. Help myself gain more knowledge. to get acquainted with people of different social status and learn their problems.

Interesting in educational outcomes for adults. Enjoy teaching a variety of subjects. Rewarding to see those who really want to progress, grow, and learn.

Enjoy working with adults in helping them to accomplish their goals. Like the idea of learning a few new things myself from other people. Really like the atmosphere and attitudes of the students and instructors in the ABE classroom.

I would like to see other people better themselves by receiving more education. I am part Indian and therefore think that I can understand the Indian People. I don't like to see other people oppressed because of lack of education.

Like working with educable retarded. Experience-helps me with my free time job. Money.

Because I get to know more people from different countries. I enjoy helping them to understand English.

Enjoy teaching. Need for a teacher. Wonderful, appreciative group of people to be with.

Results are so gratifying. Adults are so eager and grateful. The cooperation and enthusiasm of adults.

Challenging. Worthwhile accomplishment. Need to help people.

The work is extremely rewarding--I needed a change after teaching 7 years in secondary education. The hours work out well with my home schedule. I am teaching because I agree very strongly with their innovative programmed individualization.

Working with adults is a satisfying experience. Most adults have a real desire to progress, and it's good to be a part of helping them attain goals. I've learned a great deal in preparing to teach.

Satifaction of helping people who are earnestly seeking knowledge--and betterment for themselves. I love to teach! The adult education coordinator "twisted by arm" to get me started!

To help people who are willing to come back for an education. It provides more experience for me, working with people in education.

To help these adults obtain the education they now wish to receive To make the ABE program available in our community.

Enjoy individual contact teaching one-to-one or small groups. Generally the people have a desire to achieve. Satisfaction in seeing the class accomplish GGD individual test goals.

I enjoy teaching. I enjoy adults. The job challenges me.

A deep interest in this type of work. I feel the need to help others. I am equipped to teach and have been a successful teacher.

I like the people who are my students. I am making a contribution to society in my own small way. It is part-time, and so allows me time for my small children and family responsibilities.

To help people improve their education. To have useful employment in retirement. To receive supplemental income.

I worked previously with adults, enjoyed it, and jumped at the chance to work in ABE. It is challenging and diversified, seldom stagnant, constantly changing and requires creativity. It is a teaching career which deals in relevancies, is more humane and lends itself to pragmatism.

Find the eagerness of adults to learn stimulating. Keeps me studying and learning. Meet interesting people-other staff, state representatives.

Having been accepted for the position when first opened up in our community. Having been asked to work when present program opened up after an interval of no classes. The good it does to the individuals I work with and the feeling of reward after working with them.

I believe in Adult Education. I am certified to teach. I needed a job. Part-time fit very well.

It is a rewarding experience. I enjoy helping people to get a better education. I enjoy the work.

Helps the community through these individuals. Keeping myself updated with the use of the material. The hours are convenient with the rest of the family's schedule.

I like to teach. I'm interested in helping others share in elevated standards. The sense of accomplishment when I see the self confidence and poise develop in the students with my help.

I enjoy it. I believe there is a definite need.

Enjoyment. Interest in education at all levels. Extra pay.

Enjoy working with adults. Keeps me in touch with education. It gives me part-time work and an opportunity to earn money.

The satisfaction of helping peopleimprove themselves or to reach a goal. Financial.

Experience of ABE Teachers

Question 18:

Type of Experience	Where	Responsibilities
Nurse Aide	Colorado	
Homemaker Aide	Colorado	Nursing Care
Cafeteria	College	Waitress, Assist. Cook, serving Dishwasher
Sales	Wheeler, Kearney	Clerk, Cashier, Bookkeeper
Asst. Principal	Catholic School	All Administrative duties
ABE	Nebraska	Only teacher
Religion	Nebraska	CWF Pres. and Service Chairperson
Extension Club	Nebraska	President
Given Sectionals	Tchrs. Con.	Total Academic speech
Wrote Manuals and Guide	Migrant School	Total Supervision, Head Tchr.
Nutrition Aide	Nebraska	I-I basis, teaching, budgeting, low-cost, recipes and menus.
Psych. Service Assistant	State Home	Teaching severely retarded children and adults.
Bible Class	Iowa	Leadership
"	Nebraska	"
Clubs	Hometown	Officer Pres., Sec.
Professional Org.	Local and State	Officer, Pres., Exec. Board
Church	Hometown	Teacher
Adult Ed. Instr.	Nebraska	Classroom instruction
Leadership	Nebraska, Nevada	Officer in organizations such as church, A.A.U.W., Scouts, etc. Liaison personnel at convention organizing, disseminating info., being tactful
Teacher-Church School	Various places	Taught classes
Director	Texas	training adult workers with High School students
Store work	Nebraska	Regular work in general store
Store work	Iowa	Regular work in general store
Librarian	Nebraska	Substitute
Historical Society		President, Treasurer
Business and Professional	Nebraska	Program Chairperson, V.P.

Type of Experience	Where	Responsibilities
Woman's Club Pres.	Hometown	Regular
Vacation Bible School	"	Teacher and overseer
Officer of teacher group	County	Secretary
School teacher	County	Rural area all areas
Clerk	Hometown	Salesperson
Suggestions and information	Vienna, Austria	U.S. information
Teachers	Reading councils	speaking
U.S. Army	WWII	Division Headquarter-Records and Administration
General Contractor	Kansas	Office Manager
Organizing adult classes	Nebraska	
Taught fitness for adults	"	
Teaching	State College California	Instructing teachers
Supervisor-Student teachers	Univ. of Wyoming	Supervision of student teachers of reading
Supervisor-Student Teacher	Public School	Supervision of classroom teaching
Workshop instructor	2 cities in Nebr.	Instruction in teaching science
Christian Education Committee and Chairman	Church	Directing Christian Educ. Program and Training workers
GED classes	Sr. High	
ESL	Sr. High	
Principal	Nebraska	Director-Youth groups, Grades
U.M. Church	Nebraska	8 thru college
Receptionist	Insurance	
Switchboard	College	
International Students	2 cities in Nebraska	Leadership & organize
Club	" "	Participation as host family
Host Family		
Emergency food & med. services	Nebraska	
Ed. Chairperson	Church circle	Program for circle
Conferencing	School	Working with parents and students
Co-worker	Factory	
Office work		Supervised personnel sometimes
Clerk typist/Sec.	European Exchange system	Worked personally with German personnel sup., organizing

Promotion Suggested by ABE Teachers

Question 36: "Type of Promotion"

Teaching more than 5 hours/week

I really don't know

Salary increase

Head Teacher

I would like to see a coordinator for Adult programs in this area.

If my work is satisfactory a person should be rewarded in some manner.

Area curriculum helper to establish techniques and ways of teaching.

Regional or district supervisor.

Would love to work in the office as assistant business and personnel manager on a short day basis - 9:30 to 2:30 (see suggestions for improvement)

Not really a promotion - Just being able to continue and improve as possible to help the people who need help.

More hours - some to do extra work besides classroom.

I would like to know more about the ABE promotions - I would like full-time work.

I don't know enough about it to answer this.

I would like to teach a larger group of career-oriented people in basic business English such as those who need more work before attending business school.

I would like to teach ABE full-time.

There is no promoton opportunity in my present position.

I hope to become a supervisor.

Would like to go on to community college work - especially after high school ABE supervisor retires.

Don't know of a promotion. I just want about 10 hours per week.

I'd like to get paid as a teacher but I'm only getting paid as a tutor.

I would like to teach more hours.

Plan to continue with regular teaching job -- don't feel I can do justice to both jobs. Working more than one night a week.

Head teacher when current head teacher moves out of town.

ABE director at college level.

More work in a larger program.

Assistant supervisor.

I don't know of much chance of advancement in our program except special tutoring for some who may want and need it and getting some extra hours work in our afternoon program.

Supervisor

Teacher training, evaluation, motivations. Developing and directing workshops. Ordering and maintaining materials. Assisting the GED/ABE coordinator.

Next step as ABE teacher, as seniority permits.

A full-time job teaching.

As a counselor -- getting down to the students.

Supervisor, counselor

There are only 3 - teacher, supervisor, and recruiter-counselor.

Like present job of teaching.

Full-time or more hours.

Teacher in special areas like Spanish, Adult Guided learning, counselling with non-English speakers.

I'd like to look forward to full-time work as an ABE teacher.

Someone should be made director of the Independent Learning Center as a full-time position rather than all part-time people. It doesn't have to be me.

Another class-more recruitment

A little more pay - regular raises.

The Learning Center should have a Director though it shouldn't necessarily be me!

Perceived Training Needs by ABE Teachers

Question 58: TRAINING NEEDS

Testing and diagnosis of learning needs, planning units of study, evaluation.

More Instruction in math methods perhaps.

Overall information about total SCC program.

On the job training. Experience is the best training.

We have many foreign students and some more information on ESL would be very helpful.

Really don't know. Possibly on the job is best as our students are all so different -- one method would not work.

More training in working with second language students,

Most of my students are GED, but they are interested and need encouragement. I feel that they are important or they wouldn't come to class. They appreciate learning.

Finding time to gather materials for 5 subject to apply to each individual student, according to their particular need..

Inspirational meeting such as the ones we have had this spring.

Since we have many learning English for the first time, I need to know more Spanish.

My introduction was the famous "sink or swim" technique. New teacher's needs are kinds of help - what do to with new students, what materials, etc.

I"d like to learn how to make better use of materials and books that are available in our center.

More ideas for integrating social, consumer, and academic concepts.

Experience with Mexican people over 25 years and 5 years U.S. Army.

Understanding people. New ways to reach them--ideas!

I am a regular classroom teacher and am familiar with learning abilities and disabilities. Meet many parents each year and can relate to them and their situation.

More of an Education in foreign languages. Some words need explaining in their own language.

The ability to work with all nationalities and the ability to realize that all people don't progress at the same speed.

More effective methods for teaching mentally retarded.

Need graduate credit to renew teaching certificate. Don't know what's available.

I think I should keep up with the latest techniques, ideas, philosophy of teaching.

More in-service workshops.

Workshop.

I have encountered special training in behavior, attitudes and appreciation, plus the fact understanding.

Better or in depth methods of teaching arithmetic.

Specific approaches to teaching subject material. A need for teaching materials, especially on a level of adults.

More training on different ethnic groups.

Workshops dealing with motivational skills; workshops dealing with sound criticism of materials; workshops trading teaching experiences.

I need further training in teaching reading to beginners.

Refresher in ordering details of English grammar.

Anticipated Tenure of ABE Teachers

Question 59: Do you anticipate being an ABE teacher in 3 years?

As long as I am in this area.

I would like to remain teaching ABE as I enjoy the work, but I feel I may not continue because of enrollment drop. I was hired as a second teacher because of large enrollment, but if the enrollment doesn't stay steady or increase I will no longer have a job.

I like the fact that I teach people that want to learn and am happy that I am able to help them. As far as I can see, I intend to remain with the program as long as I am able.

I would like to teach adults as long as I can because I enjoy helping the students improve their lives.

Indefinitely, because I enjoy it, find it very rewarding, and like earning extra money.

I am not teaching today because I have two small boys and with teaching my elementary class it was too much to do. I didn't feel as if I had time enough to devote to ABE.

As long as I get some understanding appreciation and keep a happy relationship with my students and supervisors.

I would like to continue this work as long as my employers think I am helping the students as much as another person could.

At least as long as I'm teaching a regular classroom during the day.

I would like to continue in the program as long as possible; I would like to keep in touch with some students' progress.

I am moving next month and have handed in my resignation. (No)

Until I get a social work job, because that is where my interests lie - although I might try to do part-time teaching with ABE if I could get it in. (No)

Indefinitely - to aid people in need of educational improvement.

As long as a position is available in the community.

Probably as long as Federal funding allows or the program changes or is swallowed up in other programs. I would hope, however, to continue as teacher and/or administrator.

Indefinite period. So long as health, location will permit.

I hope to remain as long as the program is available and I am able to do a satisfactory job. It's a great job to be a part of.

I am out, due to too few hours and conflict with evening work and home life. (No)

I hope to continue teaching as long as there is a need for the classes.

I like part-time work while the children are small. I"ll probably teach elementary again in 8 or 10 years.

As long as I can qualify and give my students definite assistance. It is very rewarding.

As long as possible.

For the forseeable future because I have enjoyed this work a lot this year.

I hope to stay in the program for some time for it keeps me in touch with the world of education and yet it is not full-time job.

Depends on my needs and the reimbursement.

It's a good job while I have pre-schoolers at home and until I can work full-time again.

As long as there is a program because I enjoy it.

I suppose I'll continue as long as there are students, and as long as I'm asked to teach them.

I enjoy it.

I enjoy my work very much and hope to stay with it as long as possible.

I plan to stay indefinitely because I enjoy it so much. It's the most satisfying job I've ever had.

As long as I am capable and can make a contribution to the students.

Indefinitely or as long as I can adequately do the job. I like working with disadvantaged adults.

I hope tostay in it as long as I have good health.

I plan to stay indefinitely. I enjoy adults and the feeling from superiors that I count. I also enjoy the part-time work - so I can do things at home as well as make good money while I'm working only a few hours away from home. I also enjoy getting to know my students.

Indefinitely -- I like my work.

This is a part-time job in addition to my full-time position. I enjoy teaching, but will continue only so long as I feel I can give adequate time to preparation and teaching. This would only change because of time demands of the full-time job.

I like my part-time employment and hope to continue at present indefinitely.

I don't know how long I will be in adult education. I am moving to a new location and will no longer be with this program after July, 1975. (No)

As long as my students have a need for me and other new students want to learn.

As long as its possible. "Its my thing!"

Until I go back to elementary teaching full-time. (No)

I want to stay in as long as I can because it is an interesting thing to do.

Problem 1

Question 61: A new student arrives late to class during the 5th week of classes. He is 30 years old, an alien, hard to understand because of his lack of English. You are in the middle of a lengthy explanation. What would you do ? How would you act? What would you say? Why?

"I would have my other students work on something else .while I [illegible] interviewed and tested the new student. I feel his need would be more immediate as far as being brought into the class are concerned."

"Ask him to wait a few minutes until we could talk because I was busy at the moment."

"Say hello - ask him to sit down - explain what we're doing; then continue with explanation. Afterwards get to the student."

"I would not chastise. After class I would speak to the man in a concerned manner as he may have encountered a problem in getting to school. Furthermore, our school doesn't operate in such a manner. Our student are encouraged to be their own masters of time."

"Would not apply to our classroom as we treat each person individually and don't have classes. We give each one our individual attention. "

"We don't work in a classroom situation and as the above problem is one that we frequently encounter (aside from the classroom), I then would excuse myself from the student with whom I was working (if I were the only teacher available), speak to the new arrival, ascertain what he was interested in, register him and begin preliminary testing."

"I would not stop my work but I would give him a welcome glance and if possible see that he has materials on hand. I would not mention his late arrival - the next break and opportunity I would fill in with him what he missed and ask how he is getting along. As the evening or class progressed students who are late sometime soon give their reasons for being late - I am just glad he came when he could. Usually they try to be more prompt next time. The most important thing that he is not uncomfortable, and feels that he is getting the most out of the class, and that he does not drop out. A teacher doesn't always know problems of students and making a key issue out of tardiness such as student above described is annoying both to himself, the teacher, the other students. After all he is an adult."

"I would acknowledge his presence, and ask him to be seated until I was in a position to talk with him..Then I would listen to him and explain our rules to him in case they were not previously understood.

"I would ask the student to be seated and welcome him. I would explain that I would continue the explanation and I could visit with him as soon as possible."

"If I were involved in an explanation, I would welcome him - casually and friendly then terminate the discussion as soon as possible. After the group of students with whom I was working had started to work I would visit with him over a cup of coffee and not make an issue of his being late. .

"Unless he solicited a comment from me, I would not mention his tardiness. If it were a problem I would help him with it, I would try to offer a solution."

"Say nothing until later; then ask why and if anyway I would help. Absolutely no adverse critisism."

"I would greet my student. Explain to him what we have done or talked about and encourage him to participate as we continue with the class I would find a chance to talk to him and tell him we missed him the first part of the class, to try and make it on time."

"Excuse myself from involved students--greet newcomer -- introduce myself and fellow students -- welcome him to class-- visit a bit-- perhaps show and explain (or have an aide) the language master and help him use it. Perhaps have earlier and longer break to visit and involve new student with older students and indirectly get registration information."

"I'd welcome him-- try to make him feel comfortable. I would explain to him that I would make sure he would be made aware that anything he missed would be given him individually later. Then I'd be sure to keep my promise."

"Welcome him-- stop what I was doing.
Glad to have him.
Introduce him to the class.
Let him tell class who he is -- where he come from.
Get him registered.
Give him some books to look at.
After a little time, see if he can use any of the materials.
Try to determine what he will need in level of materials.
Put him with another student, to talk out what we do in class while working with others.
Give him some extra time before class ends."

"I would smile and ask my class to pardon me for a few minutes while I try to be of help to the student. I would ask the class to read silently or continue working on the materials I was explaining. I would walk over, greet the new student, and ask if I could help in any way. If I couldn't understand him, I would seek his assistance of my class to see if anyone spoke his native language. I would try to make him feel as comfortable as possible."

If I did not respond to the new student in a friendly manner and make him feel he could get the information or help he desired, he may not return and would become discouraged."

"I would invite him to join us with the explanation that I would continue that the others may go on and then I would meet with him individually."

"I would briefly stop and introduce myself to him and he to the class, provide him with a seat and a copy of what we are discussing. I'd explain that I am in the middle of a discussion and we'll talk with him personally when I finish."

"I would make him feel welcome, introduce him to the class and then send him to the nearest ESL class. If there isn't an ESL class in the school, I would have him sit down, introduce him to the students next to him, ask him to wait a few minutes for my help and continue on with my "lenghty explanation." After my other students are busy, I would find some vocabulary cards or pictures for him to work with. If you try to finish your "lengthy explanation" before setting him in, you will only find your students' concentration on the new student standing behind you instead of on what you are saying, even if you have to start all over again."

"I would complete the explanation I was presently engaged in. Then I would speak quietly to the student. I would try and find out if there had been a problem causing his tardiness. Perhaps he had trouble telling time, understanding our class procedures or some other problem. I would then try to explain that being on time will help him get some study time and help from me. If for some reason he could not be in class at the starting time, I would try and make special arrangement with him. I feel that a strict reprimand in this situation may negate the student from the program entirely."

"I don't have lectures in my class so the example of lengthy explanation doesn't apply. I feel that each student is an adult and I must treat his actions as those of a responsible adult with freedom of choice. His being late was probably due to choice or circumstances. I would greet the student. It would be his choice if he cared to explain. If I were helping an individual. I'd finish as quickly as possible so I could communicate to student and obtain necessary information and goals about him. I'd act friendly, warm, and informal. I like to set students at ease in a friendly, pleasant environment.

Problem 2

Question 62: The tests for one section of the class in reading didn't arrive. You feel you must provide some testing today because the students are ready, but the tests aren't there. How would you handle this? Would you give a test? Would you wait? What are some alternatives? Describe what you would do and why?

I would give some oral testing and review and then go on with something in another subject.

Wait. Testing would wait a few days in our program.

If I had another test available I would use it. If not, I'd explain the problem to the students and go on with regular work.

We individualize so much that this would only apply to selective students-not a group. In some cases a substitute test could be give if necessary. I would have had back-up material planned. We have enough variety of materials, etc., that the student would have something to study or do while at our learning center.

I would try to determine from the knowledge of my class which persons are the most ready for the test. The remainder would be given further assistance and tested at a later time.

Again we don't work in a classroom situation. Testing is not a of the day-to-day instruction and an adequate supply of tests that we do use is always available, I think that if I were in the situation described I would put off testing and go on to another phase of work. I personnally feel that testing of adults should be carried out only when absolutely necessary.

I don't think I would stress the fact that we are having a test next time. Then I would not have to explain-- We could have a review hour self-reading experiences or spend time brushing up on past work-- Maybe have a contest or fun time -- Sometimes letting them read on their own or re-taking past tests for checking. There wouldn't be anything to do but wait until the tests came. I don't think a teacher should show a deep concern to her students that the tests didn't arrive. If I am organized-- there should be something profitable to do and often times students like free time to go back and review. A teacher should not, or at least I don't like to let studnets know that I depend too much upon one plan or the tests.

I would ask them to make selections from the cards in the SRA reading kit and read them and do the exercises. They could also work on rate building.

I would give some other test or questions that would serve as a review. I would hope this would help prepare the student for the regular test.

Let them tell, show, or write me a letter about what they would have expected a test to cover. I don't give many tests-- their work shows what they can do.

If possible give a review test-- a short test followed by discussion of any individual problem areas. We find the EDL machine, reading to increase speed is well liked. We have available cross-word and other puzzle type lessons that appear more a game which could be substituted until tests arrived.

I would explain this to the class so that they would be sure to understand. I would read an interesting selection to them and have them answer some questions or give their ideas briefly on paper concerning what was read. We could raise a few interesting questions: What could you do in a similiar circumstances, etc. This would prompt an interesting discussion and give some a chance to do some speaking in front of the class possibly or wherever they felt at ease.

Let each person read an article -- and then in one hundred words or less tell what it was all about. When enrollees expect a test-- give them one. It could be a newspaper article or editorial -- with a reaction response. They like this, gives them a pro and con approach. Sometimes they read out-loud a response, they have written.

Explain to the class the situation concerning the tests. No, I would not give the tests unless they were individual tests. I would wait until they arrived for the entire class. No one should feel left out. Alternatives: Review the class further in reading with oral and written skills (phonics). Assigned extra reading projects. (Ex.) Book reports, newspaper articles, poetry or class discussion. Give a short written test (pre-test). Give the class an extra lesson on taking a test. (Words and clues to look for in testing.)

Your speaking of old fashion group teaching which we do not do! In our class each individual is tested when and if we feel its' necessary without them knowing it. For your group problem. I'd make up a fun idea! Let them make and test each other on materials I had at hand. They wouldn't even be aware of my testing them. Most pupils and individuals hate tests. Me included! So they wouldn't be aware of the fact they were being tested. Then when the one section did arrive I'd prepare them and proceed as a regular everyday deal. Tests don't have to be known and are more of a real test of their ability. Nerves can ruin the whole deal and if theydon't know it's a test its better for all concerned.

Problem 3

63. The class appears bored with your teaching methods and so are you. Would you change them? What are alternative ways of teaching your subject? Are their alternatives? Do you have a choice? Describe what kinds of things you would do to make your teaching less boring--if it ever gets to be.

"I'm continually changing and experimenting, trying to find out what my students want and need and designing the program accordingly. In the area of social studies my Indian students have requested materials and discussion on Indian history. A math unit on weights and measures has led to some excursions to the grocery store and some cooking lessons."

"I'd ask the students for suggestions to make class more interesting and use them if appropriate."

"I certainly would change them. Change materials used. Change approach. Do related outside activities--field trips, etc. Use their experiences as learning lessons."

"1. Change the type of book being used.
2. Use a learning tape.
3. Use flash cards.
4. Suggest a break and practice conversation.
5. Select some fun reading (Reader's Digest series)
6. Practice a specific skill--using the skill series.
7. Use work-sheets.
8. Drill spelling
9. Switchfrom language to math or another area of interest.
10. Suggest a foreign food luncheon in a week or two.
11. Plan a tour or field trip."

"If you can vary a program and suit your people's needs to your abilities, you have reached a possible solution. We have a number of students who need to be treated as individuals and we suit my methods to as many persons as possible."

"If student I am working with is getting bored I try to give her or him three or four alternatives and together we agree on one of them. Also most of our students need very basic things such as survival skills, shopping tips, etc. so we have lots of fun alternatives that are usually interesting to them."

"Yes I would change tactics and try to find something that would interest them more at that time. We have many alternatives in working with our students and do change to give them a variety of materials."

"Give the students an opportunity to say what they need and what they would like to do. Let them make suggestions. Let them bring in some clippings or any news item. Let them present it for discussion. Have volunteer responses and then give them encouragement to continue to express themselves. Never have a bias attitude toward their feelings--regardless of how a teacher feels--a student has ideas, too and we need ideas from everyone.

Sometimes a coffee break or coke break is the time to rélieve boredome. Visit freely with the students."

"Yes, I would change methods if the class were bored. I would try to find their interests and needs - then try to meet them. When you do this, a class is not bored."

"A change is absolutely necessary, otherwise students will soon drop out.
1. A spark of humor might help.
2. Consult with fellow teachers how best to present a certain lesson.
3. Point out relevancy of subject to students' needs.
4. Use appropriate illustrations and practical applications.
Circumstances vary and should suggest a plan of action."

"Maybe we would change to reading a book of fiction for the reading experience. Last year, we changed places of teaching. I made up some spelling tests and pictures of words. We practiced conversational English (with Spanish speaking people). And I would say some Lakota words to the Indian people - which they thought was very funny, or it made them very happy."

"When things get a little boring, and believe me sometimes they do, I usually like to resort to some type of human interest story or have the student give an example of their own experience with whatever the subject matter is about. Students like talking about themselves and their experiences; I enjoy listening to the conversations, and sometimes the discussions get a little carried away!!"

Yes, I would change my media, approach, even my smile until I could bring my class and myself back to my target."

"If the class is bored with their teacher's methods there should definitely be a change. With all the resources available to a teacher today, the problem is very easily taken care of by utilizing these resources: the library, films, tapes with recordings, group discussions, overhead transparencies etc."

"Yes, I certainly would change. I would think my materials need stimulations. I would try to find pictures or props or films that would make the subject more interesting. If the matter was in social studies, I would try to find books in the library that would make it more interesting."

"If I sense that my class is getting bored, I administer an interest inventory prepared by myself on adult topics. The next class period I would start class based on the groups interest. For example, if I find interest is high on the topic of antiques, I would call around the town for members of the Antique Club and see what topics could be discussed either by myself or by someone who could come in. If it is reading that we are working on, I would have sheets prepared on their level on the topic of antiques. After a good presentation on stained glass, I would give them several short sheets prepared on antiques. Sometimes members of class have family heirlooms they are willing to share and they will bring them. If they do not know much about the item, we try to find out more about it. If the class is working on math, math problems are made up on the sale of antiques. (An aide must be available to assist in preparing materials.)"

"I make every effort to vary the activities in class so that we're not bored. I would keep searching for alternatives so long as I felt some were bored. Audio aides, visual aids, group participation, educational games, a coke break, anything is worth a try."

"Yes, very definitely, change those methods. Perhaps starting with a game related to the work at hand would help. Crossword puzzles can be structured to fit most any subject. Scrabble is very good for vocabulary and spelling drill. Even the old-fashioned spell-down can be used for math, vocabulary and of course, spelling. Allow the students to teach others when they are proficient in certain areas .

Simple science experiments can be used to promote science know how. The involvement of the students always is an attention getter. They learn the vocabulary of science more readily when forced to use the terms in experiments. Flashcards can be fitted into any subject area. Get the students away from the stereotype chairs for activities. Even simple cooking projects can be used to promote fraction learnings. Measurements about the room will help to teach area, perimeter and volume. Here again, it takes time for preparations to have the materials readily accessible to prevent these things from happening."

"I'd sure try to change my methods. I have three teen-agers in my class, along with 25 to 30 year olds, and then people in an age group between 55 and 60. With this range, it is certain at times there will be boredom at some level.

I would try to group them as to age and interests. After visiting with a group, we would try to arbitrate on things and ways of doing them. I go all out to please my class. I would find out what area they would like to have review in. Then I would get materail to their interests and get them to work individually, I have found older people like direct teaching, boardwork, explanation, etc. Younger people like to progress at their own rate."

"Yes, I would change my teaching methods if the students were bored with them. In fact, I would try various teaching methods from the start to see which method worked best with the students. Then I would change if they were bored. There are various alternatives and I feel I would have a choice as to which ones I want and the ones which work best with the students. Some teaching methods which could be used to avoid boredom are: individual instruction, individual projects, programmed learning, visual aids, audio-visual aids, group discussion and group work, role playing, guest speakers, lectures, tutoring by others in the class, films, and filmstrips."

"Of course you have to change to fit the students. Lectures, individual help, workbooks, worksheets, kits, boardwork, tapes, are ways to teach. Yes, you have a choice. I change methods frequently - teach what they ask for."

"Yes, I would change the methods if the class seemed bored. We have enough supplemental material that we could find an alternative such as having each read and then ansswer questions. I think oral participation is very important and have heard many say they learn more when there is a class discussion. More audio-visuals could be used."

Strong Points of ABE Program

Please list the strongest points (in your opinion) of your Adult Basic Education program.

#64

Dedicated supervisor as well as concerned teachers
Good materials and Supplies
Good media equipment
Good location

The many various courses offered, the various locations of classes - making it more convenient for students throughout the city to attend. The confidence my supervisor shows in my teaching decisions and willingness to obtain any material I need. The ABE's constant goal of trying to better its program.

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1 - excellent choice of materials and teaching aids
2 - close personal contact between supervisor and teacher
3 - free exchange of information between teachers in the program

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Acceptance of individuals. Flexibility. Recognition of individuality. Variety of teachers and teaching methods. Wide choice of subject matter. Variety of study levels. Opportunity for peer relationships. Adult treatment of students. Freedom of choice for students.

The administration sets guidelines and then the teacher is free to use her own methods within those guidelines. Classes are kept small enough that teachers can give individualized instruction. The administration, especially the immediate supervisor, is willing to assist with suggestions concerning a specific problem.

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1. Strive toward high school equivalency
2. Direct toward job opportunity so they can advance into a productive job.
3. Encourage goals toward which they should always be striving.

We have a good supply of materials and machines at our disposal. We have a fantastic secretary and aide who know a great deal about the materials. Our supervisor encourages us to watch for materials we think are good and to put them on request.

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1. Materials available.
2. Teacher's concern with students.

The opportunity for everyone to better themselves in whichever area they wish. Skills that will permit them to make more money in a better job or be better in their job in some way.

The students' desire

Good & interesting teachers. Lots of students

It is as flexible as it is possible to be which is necessary with an individualized program. There also is good rapport between teachers and students. All teachers seem genuinely interested in students.

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1. Gives adult opportunity to study for self-improvement
2. Can obtain a high school certificate
3. Helps them become eligible for better employment
4. They can work with others who have the same goals
5. Lets them know there are others who are interested in their progress

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Availability of applicable and interesting materials. Enrollment of interested and interesting students.

Satisfaction to the students. Valuable friendships formed.

Qualified personnel. Materials available. Time schedule (hours open) Excellent testing program.

Unlimited supply of material

The strongest points of ABE are the enthusiastic students. The students are there because they want to be there.

Enthusiasm among the supervisors, instructors and students. Also, the eagerness of all to each other.

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1. Numerous instructional materials.
2. Excellent help from supervisor and action volunteer

Individualized teaching. Need for individual to be educated

Individualization in both materials and speed. Freedom to come and go when suited to student.

Individual study help

Interest and desire of most students to pass GED test and publicity given program.

Good materials. Excellent secretary. Interested teachers.

The individualization of instruction is the strongest point of our education program. Students compete with themselves and they work at their own pace.

Individualized instruction. Access to material.

Specifically, speaking as an ABE instructor, I understand the students and I am a good listener for whatever they have to say. Secondly, I accept the student (any student) from where he is and then we go from this.

Small size. Good rapport with students and between students. Flexibility of class techniques.

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1. Individualized study program -- everyone can advance at own rate.
2. Personal contact - many just need someone to talk to and a boost in morale.

The freedom of the student to learn at his own pace. The openess of the class. The installation of the belief that the student is in the class because he wants to be.

The location is a fine place. The program is a big advantage for people who want to learn English or for people who want to get their diplomas.

I like to help them.

A real desire to reach and be of service to people. Money for supplies, etc.

We have tried to make the program as individualized as possible since the students will learn what they want to learn and when they are ready, regardless of their ages. Naturally, this means we must know well the material on hand, have plenty of practice materials available and,above all, be pleasant and positive in everything a student does.

Desire of students to learn. Families of most students encourage the students. Lack of strain in class. Students desire to learn more than what is in books given to them.

Adults have a chance to get their education in a relaxed atmosphere with no pressures.

Supplying the program with qualified and dedicated teachers. Furnishing the teachers with supplies and equipment.

Excellent teachers. Concern for the students. Open hours - morning, afternoon, evening - so students can fit education into their schedules.

Weak Points of ABE Program

Please list the weakest points (in your opinion) of your Adult Basic Education program.

#65

Coordination among learning centers. They aren't reaching the hard core population. TMR people in classes in same area as regular classes. Too much testing. Not individualized. No counseling. Students encouraged to take GED becuase it doesn't cost, not because they feel confident. Materials (Lit.) don't give student enough background. High percentage of failure in math in same centers.

I have students who could benefit from shorter periods of class - and classes more often. I have a "rehab" student who should have daily classes.

Hours going too fast. Getting new jobs too far away to drive back. I've had students driving up to 50 miles one way back for class. bad weather interferes. Sometimes too often I get over confident or open my mouth at the wrong time. Working mothers with dependent children are a problem.

Our local school gives very little support. I do not know that they even mention us along with their other adult classes such as sewing, knitting, wiring, accounting, painting, etc. I would certainly like suggestions which we could use in recruiting students besides newspapers or fliers.

Our recruiting efforts which seem so feeble in this rural area where successful farmers and well-secured widows see little reason to expend their knowledge or get a high school diploma.

I think the training of the new teachers is a weakness. Even the teachers who have been teaching a while need a "revival" meeting now and then. The GED teachers need to get together and work together as a group in exchanging ideas.

Administrative framework.

It's not convenient enough for the busy adults. It's also geared to low skilled persons.

Some of the material isn't very practical. Haven't seen the regular test questions, but I like tests where the student can and should answer most of the questions correctly.

The one area that I feel weakest in is in my preparation to teach GED classes. I began last fall with virtually no idea of how to go about it. After a year's experience, I can see that we have done many things right, but I wish I had been better prepared! Perhaps some workshops or brief training sessions outlining the GED programs would have better prepared me to help the students.

Little class discussion or group activity

Chance for communication between teachers

Lack of applicable materials for our foreign born students. And lack of cultural materials for our foreign born.

Assistance in ESL teaching would be a great boost. -time is of essence and trial and error could be some what eliminated.

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1. Classes are held when their working hours conflict
2. Some have small children or responsibilities. Cannot always attend when classes meet.
3. lack of transportation.

Keeping individuals interested and encouraging them to attend regularly. Embarrassing to let it be known they lack ability to read and write.

Irregularity of class attendance. The loose schedule attracts more students, I know, which is to their advantage and a reason enrollment. On class night, I have all the materials ready for an individual only to have him skip class that night.

Misinformation given students about securing a high school diploma; hence a disappointment - it is not that easy.

We need a person in charge of
independent learning centers. Much wasted time in

coordinating information to part time staff.

Since several teachers work with the same students we sometimes fail to understand the best methods for some students. This has been decreasing because by now we do have our systems of communication working in a clearer way

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One needs to appear unbiased about students & values in order to keep students interested. The right balance of comment and communication can be difficult to find with each individual. Helping student to see his ABE work as a total learning experience of personal growth & improvement, not merely studying to pass GED test. Bad attitude of one student can spread fast.

We have to use a room which is used for high school science during the day and cannot make it suitable for our use. Odor is often bad.

Although being in the college has some definite advantages, I sometimes wonder if the location so far from "town" isn't a disadvantage. I also feel that the center would be more effective if one teacher were there every day (evenings would require one other teacher) to coordinate each student's program. I found out that each teacher lost track of what was going on because so much happened in between working hours.

Our rooms could be improved. They are clean, furniture is adult sized, but I would like to have easy chairs, sofas, etc. that would make a more relaxed setting.

Better methods of student recruitment and student recognition. Pay for ABE instructors and aides.

The weakest point is that we don't have enough time to work with students on a one to one bases (with the current help).

Recruitment

Not being able to spend more time listening to beginning readers read.

They have no special commitment. They have little invested except their time. They let get togethers interfere with class. They come to have a place to go. Some want friends and company.

Not enough classes - I would handle more classes.sometimes classes are too large.

We're expected to teach 10 pupils now instead of six. When you give each pupil help individually, you really can't do justice to more pupils.

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1. More workshops or in-service meetings with local ABE instructors.
2. Stronger recruiting program for students.

An ongoing in-service training program on new methods and techniques (especially concerning the retarded)

Materials that could be investigated thoroughly before buying, having availability of sources of materials. Learning disability instruction. Oriental culture and language instruction. Help with very long term students

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Offering day time classes and different hours

Recruit more teachers. Classes meet more often than once a week

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Increased opportunity to work more closely with each person because each one can use it. More communication on all levels to keep progressing in learning about teaching.

Getting better working materials

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1. Move to high school or vocational building
2. Provide a place for projects
3. Provide planning period with aides in attendance

Would it be possible to have a person who is trained as a counselor to follow up on the drop-out and try to get them back into the program.

The community needs to know what is going on at class and the class needs to know what is going on in the community to have a really effective class

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More workshops in the immediate area. Class should meet more than once a week.

Some ways to get more agencies interested and involved in our ABE program.

Perhaps an aide or substitute help when a class has more students than one teacher can handle.

Providing more variety in materials. Getting more ages interested.

Good follow-up program. Check up program for drop outs. Most of them just need more encouragement.

Trying to get more coordination with the high school to help and encourage their drop outs or failing students. Trying to get testing situations set up was frustrating.

Divide centers and classes into 3 categories (foreign born, GED candidates and foreign born) It would be nice to have university courses designed for ABE teachers - either for credit for those who need it, or for audit. More communication between centers in our area and between other communities - some type of newsletter, either statewide or national.

Long range plans for each student. Bring in more outside reference people.

Because we handle so many GED students (successfully, I might add) it would be of extreme help to us to be designated as a GED testing center - to reduce the hassle we go through to get our students tested.

Publicity for better recruiting

I wish I had more contact with the supervisors.

More visual aids

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1. Helping remove the stigma of not having a high school diploma.
2. Going to a generalized test whereby people will not necessarily be required to learn something they will rarely use, but can draw from their experiences and practical application.

Better recruitment procedures. Wider development of adult programs other that GED.

Recruitment--There should an ad in the paper and an announcement on the radio in these languages: English, Spanish, Thai, German and French. We would eventually get more students that way.

Perhaps a telephone call to each class member the day before class meets would ensure better attendance. If we could force goals upon them, perhaps they would be more regular in attendance. Each is an individual and his own desires come first.

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workshops

CE 008 210

Suggestions for Improvements of ABE Programs

What suggestions do you have for improving the program?

#66

More training for instructors
Less testing
More counseling (vocational & personal)
More adult materials
More teaching techniques presented to teachers
More classes offered more than once a week
(Teachers teach in their own homes on their own time)

I've had too little experience to suggest much of anything. However, I would have appreciated more concrete ideas on how to actually begin the class.

I feel that I am such a novice at this and I haven't had time to look into other programs--so I am not really capable of making many suggestions for improvement. My class is preparing for GED and every person is different. Any help I can get on materials or teaching methods would be most welcome.

More state wide in-service training for ABE teachers & administrators. University instructors who really know about ABE could be of assistance in educating teachers of ABE.

Good teachers' meetings

Increased recruiting--Radio --TV--Door to door!

More "teacher-sharing" workshops

Some standards of attendance required of students

We need two classes--one for GED students--one for ABE students.

In-service training for ABE teachers
More contact with ABE teachers in one district

Familiarizing teachers with GED materials so they know what is expected of the pupils.
More requirements so that the final reward would feel worked for and definitely earned.

Continue to recruit new students and teachers

Get more recruiting help

More advertizing to community leaders
More enthusiasm for program